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ABSTRACT

This curriculum guide contains 12 units covering topics that could become a part of a program of study for high school Intensive Business Training. It utilizes a competency-based format and a curriculum that provides for proficiency testing which leads to minimum competencies in the field of office education. Each unit is organized according to the following format: rationale, minimum competencies needed for job entry, course content, student activities, suggested evaluation, and listing of references and resources. These units are provided: Basic Communications, Calculating Machines, Clerical Recordkeeping, Data Processing, Filing, Graphic Arts, Human Relations, Job Orientation, Office Simulation, Office Typewriting, Reprographics, and Word Processing. Appendixes include (1) suggested supply lists, (2) ideas for implementing career education in business and office programs, (3) legislation affecting business and office education, (4) resource list, (5) intensive business training evaluative criteria for Mississippi programs, (6) tips for teaching business and office classes, (7) suggestions for teaching the handicapped, and (8) these sample forms, formats, and activities: integrated project, student profile, progress chart, rotation plan, checklist, job sheet, and module. (YLB)

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A Guide for Vocational Teachers of Intensive Business Training in Mississippi

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FOREWORD

During the past decade the business office has undergone tremendous change which has resulted in a need to continuously revise and upgrade educational programs designed to prepare office employees. This need has brought about an increasing amount of pressure from industry, business, and parents for our schools to more adequately prepare today's youth to assume the roles of citizen, consumer, and worker in our society. Vocational business education programs are called on to prepare young men and women for entering the business world, and those programs which are competency-based address themselves to these specific needs. This curriculum guide utilizes a competency-based format and a curriculum that provides for proficiency testing which leads to minimum competencies in the field of office education.

A competency-based education program is one in which the competencies to be acquired and demonstrated by the student, as well as the criteria to be applied in assessing student competency, are made known in advance to the student, and the student is held accountable for meeting those criteria. Primary emphasis is on the following operations:

--The products, and the steps toward the achievement of those products in a program are specified in behavioral terminology in advance of instruction.

--Students must demonstrate each competency before they can progress to the next phase of instruction.

--The competencies and the performance objectives provide the basis for assessment and evaluation.

--Instructional materials are designed to allow for efficient learning, self-pacing, and the use of alternative delivery systems.

A growing interest in competencies, performance objectives, and the development of sound vocational education is evidenced by the multitude of resource materials being produced, such as catalogs of performance objectives, criterion-referenced measures, and performance guides; teaching guides and courses of study which state outcomes in measurable terms; the use of competency-based programs for instructing military personnel; teacher education programs using competency-based education to measure student outcomes; along with numerous vocational education programs at both the secondary and post-secondary levels using such approaches. Business educators have always used measurable objectives for evaluating skills for business and office occupations to some degree. The time is now appropriate to refine these programs by providing competency statements that show evidence of program effectiveness.

Many states have already passed legislation requiring competency testing before granting a high school diploma; other states are taking similar steps to enact competency laws. The business and office programs in Mississippi are now at a point in time to move toward a student-centered program that states the minimum outcomes of each vocational business program.

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INTRODUCTION

Intensive Business Training

Intensive Business Training is a block-time instructional system in Mississippi which uses a two- or three-period block of time to teach office education. It is offered to juniors and seniors who have expressed a career interest in office occupations. The intent and philosophy of block-time programs in office education is to build upon those basic business skills provided by the traditional typewriting, shorthand, bookkeeping, general business and other business classes so that students may refine and integrate those previously learned skills and knowledges in a laboratory setting to enable them to graduate with entry-level skills.

Typewriting is a prerequisite skill that is absolutely necessary for maximum success in Intensive Business Training. It is highly desirable and preferable that other business courses such as bookkeeping and shorthand also be taken prior to enrollment, but **only in rare instances should students be accepted without the minimum typewriting prerequisite.**

Realism: The business and office classroom should operate as much as possible like a real office; therefore, it is imperative that a realistic atmosphere and realistic learning activities be provided.

Most teachers of Intensive Business Training provide an office-like atmosphere in the classroom through the use of desks arranged in clusters rather than in rows, pot plants, pictures, desk nameplates, reception area, telephones, and time clocks. The creation of a business-like laboratory is highly motivating and students take pride in decorating and maintaining their "office." (See Appendix A for suggested supply lists.)

Up-to-date business machines and equipment are crucial to the effectiveness of the program and must be representative of the equipment used in the local community. The State Supervisor of Business and Office Education, Division of Vocational and Technical Education, Box 771, Jackson, Mississippi, will provide each program with a suggested equipment list.

The Intensive Business Training teacher is responsible for providing realistic learning activities. The textbook can be used to introduce a unit in most cases, but it is only to be considered as the beginning point of learning experiences for the student. After fundamentals are learned, short integrated projects (See Appendix B.) are meaningful in fusing together two or more skills into realistic office activities. Practice sets, job simulations, and more complex integrated office projects can then be used to provide expanded experiences. It is recommended that business forms, job application blanks, and obsolete stationery and forms be secured from local offices to provide experiences in a variety of business practices.

Valuable learning can be gained from volunteering the services of the class to teachers, administrators, and civic groups, since students are motivated by work that will actually be used. The March of Dimes Drive and other community projects provide realistic practice in typing letters and envelopes, stuffing envelopes, and preparing large mail-outs. Learning about civic responsibility is an additional "plus" for many students in projects of this nature. Allowing students to work with other faculty members creates goodwill with the faculty and administration and provides invaluable experience for students to perform realistic clerical and secretarial duties.

Human Relations: Intensive Business Training places much emphasis on developing those personal characteristics that will enhance one's chances of becoming employable, and which will enable the worker to advance, once employed, to higher levels of employment. Guest speakers, case problems, and role-playing are effective and desirable to acquaint students with employer expectations. However, most experienced vocational business teachers believe that integrated projects, simulations, and other activities that require decision-making, meeting deadlines, and group participation and cooperation are more effective.

Advisory Committees: Programs that provide education to enter and/or to advance on the job must operate, according to federal mandate, under the guidance and counsel of a local advisory committee. Such programs can benefit from the expertise of community members who are actively involved in business and industry. The functions of a local craft or advisory committee are to determine the needs for a particular program, recommend content, and assist in planning the facilities. The teacher in a job training program should welcome advice concerning equipment, materials and supplies and information concerning work conditions, employer policies, and work standards. This select group of people can provide valuable input to the program through publicity and through securing the goodwill and cooperation of the community in supporting business and office education in the schools. By keeping teachers informed of new methods used in modern offices, by speaking to student groups concerning careers in office occupations, and by helping to recruit new students, the advisory committee plays an extremely beneficial role in business and office education. A typical office education advisory committee consists of from 5-7 persons from business and industry, includes one school official, and usually meets twice a year.

Diagnostic Techniques: The teacher of business and office education seeks to learn as much as possible about the individual student before planning learning experiences. Pretests measuring the level of student abilities and characteristics as they enter learning situations help the teacher and student to plan appropriate competencies. Knowing a student's abilities, accomplishments, aptitudes, previous academic accomplishments, self-image, feelings about the course, and future expectations enable the teacher to plan learning activities to relate to that particular student. Appendix C contains a sample form for compiling and maintaining student profiles.

Individualized Instruction: The two types of individualized instruction--individually paced learning and individually prescribed learning--have a special place in the business and office classroom. Students work toward the same goal with individually paced learning; while individually prescribed learning allows the student to not only work at his or her own pace, but with the teacher's help, allows the choice of a specific goal toward which to work. Good principles of learning must prevail in the vocational class, and special care must be taken to provide adequate and appropriate time, and suitable materials so that the students will experience success with a minimum amount of frustration. Progress Charts (See Appendix D.) will help to record students' progress through the units and will serve as a motivation device.

Rotation Plans: The business and office laboratory lends itself to the wide use of rotation plans so that all students will have the opportunity to experience adequate practice on various machines, fulfill job roles and carry out various office activities. Job stations including receptionist, office manager, and duplicating machines operator, or general clerical assignments such as working in the school office or for teachers, can be on-going activities throughout the school year as students rotate through the positions. Other suggestions for using rotation plans are preparing bulletin boards, planning for guest speakers and field trips, and planning agendas for office staff meetings. Appendix E contains suggested rotation plans for the business and office class.

Checklists: Frequently throughout this curriculum guide reference is made to "instructor checklists." An example of one is given in Appendix F. Checklists are very useful in making explicit to the student, as well as to the teacher, the elements of greatest importance in a learning task. The teacher will want to devise checklists as needed throughout a teaching unit.

Youth Organizations: It is recommended that every effort be made to organize a chapter of Future Business Leaders of America (FBLA) in schools where one does not exist. Members of FBLA are students enrolled in business subjects, regardless of whether such subjects are federally reimbursed. Competitive events are conducted on the local, district, state and national levels and afford students the opportunity to work toward goals of excellence in many business areas, including typewriting, shorthand, spelling, best chapter projects, and parliamentary procedures. FBLA promotes good citizenship and community awareness as students become involved in community projects and activities.

For information regarding the organization of an FBLA Chapter in a school where one does not exist, contact: Supervisor of Business and Office Education, Division of Vocational and Technical Education, Box 771, Jackson, MS 39205.

Career Education. Business and office teachers have traditionally played a vital role in infusing career education ideas into regular classroom instruction and must now accept this new challenge to help students relate school to their present and future lives. A list of ideas for implementing career education in the business and office classroom is given in Appendix G.

Recruitment/Elimination of Sex Bias: The instructor can enhance the IBT program by using every available means of recruiting students who can profit from instruction in office education. Current legislation (Public Law 94-482) mandates that all vocational teachers make a conscious effort to provide programs which are attractive to both males and females. Efforts to promote sex fairness may be approached through a variety of strategies aimed at different aspects of the problem. One approach is to conduct a well-planned orientation program at the beginning of school; the program may serve as a recruitment effort if it is held at a feeder school which will supply student enrollment for the IBT program. Career fairs, sponsored by your school system, would give students an opportunity to talk to potential employers or other individuals knowledgeable about occupational openings. Special efforts can be made to emphasize that all jobs are open to both sexes. A special display on people in nontraditional careers can be included in the fair. This activity could also be used for recruitment purposes. In any activity planned to introduce and promote vocational business and office programs, it should be emphasized that the programs welcome both male and female enrollments.

Films promoting sex fairness are available through Research and Curriculum Unit, Drawer DX, Mississippi State, MS 39762, and from the Office of the Program Officer for Sex Equity, Vocational Division, State Department of Education, Box 771, Jackson, MS 39205.

Economic Education. In 1976 the Mississippi Legislature enacted legislation requiring economic education to be offered to all pupils in the school systems in the state. (See Appendix H.) Instructors in IBT programs will share the responsibility of providing students with a knowledge of economic education and providing experiences in the business and office program which will demonstrate to the student the importance of a basic understanding of economics, as it relates to their daily lives. The Mississippi Council on Economic Education (MCEE) was established in January 1968, to provide guidance in this area. The Council is an organization of leaders from agriculture, business, industry, labor, and education working together to improve and extend economic understanding among students and adults in the state.

The MCEE has established seven centers for economic education in the state. Each center has a library, a director, and an operations office. The centers with their directors, are located at the following universities:

Dr. Bernard Cotton, Director
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Alcorn State University
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Dr. L.F. Posey, Director
Center for Economic Education
Box 5237, Southern Station
University of Southern Mississippi
Hattiesburg, MS 39401
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Dr. Bruce Stirewalt, Director
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Mississippi State University
P.O. Drawer NU
Mississippi State, MS 39762
(601) 325-5932

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(601) 943-5271

Dr. Gary Young, Director
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Delta State University
Cleveland, MS 38733
(601) 843-8512

Teachers are urged to contact the center closest to their school for information regarding resources that might be available in implementing economic education into the IBT program.

Special Needs Groups. One of the most recent legislative mandates and national priorities has been in the area of providing vocational education for those students with special needs. As an integral part of vocational education, Intensive Business Training programs must also assume this priority. Each IBT instructor must diligently attempt to meet the needs of **all** students entering the program, and special efforts must be made to ensure that each student has the opportunity to profit from the instructional program offered. By working cooperatively with special education teachers in the school system, the needs of the students in special groups may be determined and indivdual programs planned for meeting those needs in IBT. The Resource List (Appendix I) includes materials which may be used in working with students with special needs. See page 145 for Suggestions for Teaching the Handicapped.

USE OF THE CURRICULUM GUIDE

The units included in the curriculum guide are by no means all-inclusive of the topics that could become a part of a program of study for Intensive Business Training. The topics included are intended to provide the classroom teacher with terminal performance guidelines for entry-level skills in various administrative and technical support occupations. It is further intended that the guide will provide uniformity in classroom instruction and program accountability in the Intensive Business Training programs of Mississippi.

Rationale. Each unit is prefaced with a rationale which gives the basis or the underlying need for the unit. This brief statement of need or purpose provides the framework for the unit.

Competencies. The curriculum guide provides the teacher with minimum competencies needed for job entry in the field of office education. It is suggested that students be provided a list of the competencies before beginning work on each unit. This will not only give the student a sense of direction, but will provide motivation, since the student can see immediately the skills which can be acquired through study of the unit. Each competency includes three criteria: (1) the condition under which the student will be expected to perform, (2) the performance (what the student will be expected to do), and (3) a suggested measure of the performance. The competency statement, after appropriate practice, becomes a method of performance evaluation, or a testing device.

Course Content. One of the most important questions confronting business and office teachers is: "What should be taught?" Course content is included in the guide for the teacher's convenience, but good judgment must be used to determine whether time and other conditions will permit covering all aspects of the content as suggested. In some instances, it may be expedient to delete some sections, while substituting other topics of interest and value to a particular class. The teacher must be particularly sensitive to local community needs and current business practices so as to continually up-date the program of study and insure that students will possess adequate employability skills and knowledge upon graduation from the program.

Evaluation. Care should be taken to use a variety of evaluation methods to determine student employability. As stated earlier, the competency statements provide for performance evaluation. Teacher checklists (See Appendix F.) are beneficial when used with the competency statements for evaluation purposes. Checklists should include not only the elements of cognitive and psychomotor performance, but should also provide for affective behaviors. Pretests are invaluable in determining student levels early in the course. Frequent self-evaluation devices are useful throughout the course. En route goals should be evaluated frequently to determine if recycling is needed or if advancement toward the assigned competency goal can proceed. End-of-unit tests evaluate knowledge of theory and unit content. True-false, multiple choice, short answer, matching, or any other appropriate test for evaluation of knowledge and facts may be used.

In an individualized learning or competency-based program of instruction, few students reach the same point by the end of a grading period. Each learner should be given a grade derived from the accumulated grades achieved by a student at that point in time. All grades, including academic grades and work habit grades, should be combined to derive a grade for the grading period. In no case should a student be graded down because another student accomplished more. Since all students do not have the same abilities, each student should be assigned grades according to his or her own progress from the beginning of the unit to the end. Many teachers may find this to be a controversial issue since not all students are equally motivated; however, most students will perform to their capacity if the teacher succeeds in making the work relevant to her or his needs.

In addition to student evaluation, program evaluation is a vital component of the evaluation process and is accomplished for Intensive Business Training, as for other vocational areas, through the use of the Evaluative Criteria (See Appendix J). IBT instructors should become familiar with this criteria and apply it themselves in evaluating their own programs periodically.

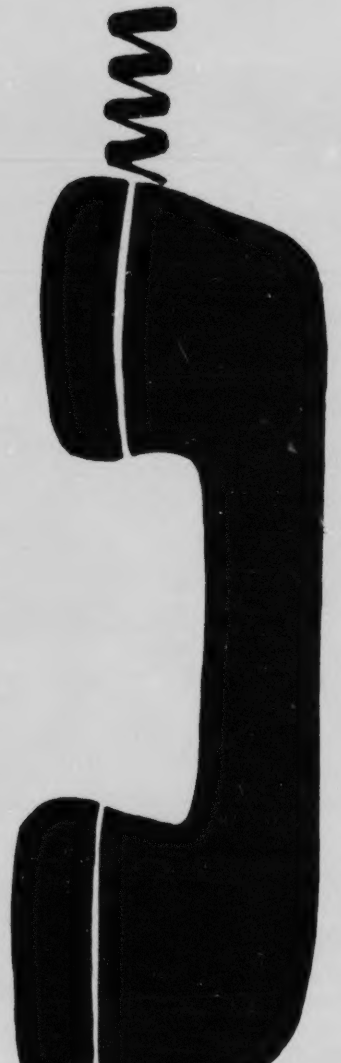
Resources. A variety of instructional resources and references are provided for the use of the instructor. These are "tried and true" materials that have been suggested by many Intensive Business Training teachers in Mississippi as appropriate for the learning levels and styles of most students who have been enrolled in such programs in this state. Many resources, including films, transparencies, and instructional materials, are available to the vocational business teacher on a loan basis, or free of charge, from the Research and Curriculum Unit (R/CU), Drawer DX, Mississippi State, MS 39762. The R/CU is a branch of the Division of Vocational-Technical Education on the Mississippi State University campus.

Student Activities. Instructional activities are included to give variety and interest to each unit of instruction. It is suggested that the teacher prepare job sheets and/or short modules (See Appendices K and L.) that provide sufficient learning activities which lead to the accomplishment of each competency. The job sheet or module should advance the student through the unit from simple to complex tasks, and should include activities to develop decision-making and affective behaviors. An effort has been made to include suggestions for integrating career and economic education concepts, teaching the handicapped, and eliminating sex bias in the business and office class.

Most business and office teachers conduct a full-scale simulated office during the last four to six weeks of the school year. Students help convert the classroom into an office, apply for a job, interview, and rotate through several positions while learning how the office worker uses skills on the job. Office simulation provides many opportunities for the student to see the value of human relations skills on the job. The importance of accuracy and cooperation with co-workers takes on new meanings as the student sees the consequences of his or her actions.

Appendices. The appendices provide a number of helpful materials for the instructor, many of which have been referred to in this section and in the Introduction. Other appendices not referred to previously include Appendix M, "Timely Tips for Teaching Business and Office Classes," and appendix N, "Developing Listening Techniques." while these appendices are not referred to specifically in the text of this guide, they will provide suggestions and information that will be extremely useful in planning and implementing your IBT program.

BUSINESS COMMUNICATIONS



BUSINESS COMMUNICATIONS

(Suggested time: 3 weeks)

Rationale

The modern business office is a communications center. The office worker should possess skills in handling all communications. A command of basic speaking and writing skills is essential to assure proficiency in dealing with the public in person and by written and telephone communications. The office employee should recognize the importance of communications to the operation of the business and should be familiar with all types of business communications.

Competencies

1. Given a paragraph of 100 words containing ten misspelled words, demonstrate the ability to spell by circling each misspelled word and writing it correctly in the margin within five minutes and with 98 percent accuracy.
2. Given ten unpunctuated compound sentences, demonstrate ability to punctuate compound sentences by inserting all necessary punctuation within five minutes with 100 percent accuracy.
3. Given a rough draft of a business letter of 120 words containing ten errors in capitalization, demonstrate ability to work from rough draft by typing one copy, a carbon copy, and an envelope error free in 20 minutes.
4. Given five problem situations in which two students, using classroom equipment, initiate and receive business telephone calls, demonstrate the ability to place and answer calls, terminate the calls, record names and numbers given in a conversation, record and deliver messages, transfer calls to a more appropriate person, and locate business services in the Yellow Pages promptly and accurately.
5. Given three problem situations requiring the choice of appropriate telephone service, decide which service to use and defend choice to the satisfaction of the instructor.
6. Given five problem situations, demonstrate the ability to compose and type accurately five telegrams in one hour.
7. Given data about the purpose of ten office callers' visits and an organization chart of the company, demonstrate understanding of office organization by preparing a log of callers.
8. When approached by an office visitor, demonstrate ability to meet callers courteously and direct them to the appropriate person to the satisfaction of instructor.
9. Given three problem situations involving troublesome office callers, demonstrate skill as a receptionist to the satisfaction of a small group of peers who have previously developed written criteria.
10. Given the incoming mail, demonstrate the ability to date and sort 10 pieces within 5 minutes.
11. Given a list of 20 items to be mailed, decide the appropriate class of mail to be used in terms of importance, time factor, and cost, with no more than one error.
12. Given five situations, decide how to package and ship materials by the most appropriate method in terms of importance, time factor, and cost, to the satisfaction of instructor.

13. Given composing assignments, demonstrate the ability to compose and type eight types of letters (request, order for merchandise, acknowledgment, transmittal of items, acceptance, rejection, job application and persuasion).
14. Given a letter with several "attitude" errors, make corrections in word usage to reflect the "you" attitude; retype within a time limit of 30 minutes with no errors.
15. After completing a research assignment, write an informal report that is correct, clear, concise, and convincing. The report will be evaluated against a check sheet for all essential steps, and completed within two class periods.
16. While listening to oral directions for performing a task, demonstrate ability to follow oral directions to the satisfaction of the instructor.
17. Given an article or report, analyze for essential points and write a summary within 30 minutes time, to the satisfaction of the instructor.
18. After hearing a discussion on body language, list four examples of body language and the effects of body language in communicating with others.
19. After researching a topic, give an oral report to the class using the elements listed on the evaluation check sheet.
20. Demonstrate a satisfactory rating which reflects increasing levels of competence in interpersonal relations as rated by the teacher and student on a check sheet.

Course Content

I. Review of mechanics of writing
    A. Grammar
    B. Punctuation
    C. Capitalization
    D. Vocabulary and spelling
    E. Use of numbers

II. Letter writing
    A. Planning the letter
        1. Good understanding of what letter is to say
        2. Accurate and current information
        3. Appropriate and clear language
        4. Courteous message
        5. Complete message
    B. Structure of the message
        1. Appropriate opening
        2. Developing paragraphs
        3. Message presented logically
        4. Organizing writing tasks
            a. Prepare
            b. Organize
            c. Write
            d. Rewrite
    C. Types of letters frequently composed by secretaries
        1. Acknowledgment
        2. Appointment
        3. Reservation
        4. Letters regarding meetings
        5. Transmittal
        6. Follow-up letters

    7. Thank you letters
    8. Remittance
    9. Letter of inquiry
    10. Letter ordering goods and services
    11. Form letters

III. Telephone communications
  A. Using the telephone properly
    1. Telephone personality
    2. Voice
    3. Speech
    4. Vocabulary
    5. Courtesy
  B. Handling incoming calls
    1. Answer promptly
    2. Identify yourself
    3. Screen calls
    4. Giving information
    5. Getting information
    6. Taking messages carefully
    7. Transferring calls
    8. Automatic answering and recording sets
    9. Telephone answering service
    10. Terminating calls
    11. Personal telephone calls
  C. Handling outgoing calls
    1. Making telephone calls
    2. Using telephone directories correctly
      a. The alphabetical directory
      b. The yellow pages
      c. Personal telephone directory
    3. Placing long distance calls
      a. Station-to-station calls
      b. Person-to-person calls
      c. Direct distance dialing
      d. Overseas telephone calls
      e. Time factor
  D. Special telephone equipment
    1. Switchboards
    2. Call director
    3. Touch-tone telephone
    4. Key (button) telephone
    5. Speakerphone
    6. Automatic dialing telephone
    7. Bellboy
    8. Mobile telephone
  E. Special communication services
    1. Special long-distance calls
      a. Collect calls
      b. Credit card calls
      c. Conference calls
      d. WATS lines
    2. Teletypewriter service

IV. Telegraph services
  A. Domestic telegraph service
    1. Full rate
    2. Overnight
    3. Preparing a telegram
    4. Filing a telegram
    5. Paying for service
    6. Telegraphic money order
    7. Delivering telegrams
    8. Special telegram services
    9. Mailgrams
  B. International telegraph services
    1. Full rate
    2. Cable letters
    3. Ship radiograms
    4. Code messages

V. Receptionist duties
  A. Responsibilities of the secretary
    1. Scheduling appointments
    2. Maintaining a calendar
    3. Reminding the employer
    4. Arranging for facilities
    5. Assisting callers
    6. Maintaining a record of callers
    7. Handling difficult callers
    8. Handling delays
    9. Maintaining the schedule
    10. Leaving the desk
  B. Oral communications.
    1. Appearance
    2. Manners
    3. Posture and movements
    4. Speech habits
    5. Listening techniques

VI. Mail and shipping
  A. Handling incoming mail
    1. Opening the mail
    2. Dating, sorting, and distributing the mail
    3. Underlining and annotating
    4. Attaching related materials
    5. Organizing correspondence
    6. Routing and referring mail
    7. Special memorandums
  B. Handling outgoing mail
    1. Folding and inserting letters
    2. Sealing envelopes
    3. Stamps
    4. Precanceled stamps and envelopes
    5. Stamped envelopes and cards
    6. Metered mail
    7. Zip codes
    8. Precautions before releasing outgoing mail
    9. Optical character reader

C. Domestic mail
    1. Classes - 1st, 2nd, 3rd, 4th
    2. Mixed classes of mail
D. International mail
E. Special postal services
    1. Special delivery
    2. Special handling
    3. Registered mail
    4. Certified mail
    5. Insured mail
    6. C.O.D. service
    7. Tracing mail
    8. Recalling mail
F. Aids for volume mailing
    1. Mailing lists
    2. Mailing lists on file cards
    3. Chain feeding of envelopes
    4. Addressing machines and addressing services
G. Air and surface shipping
    1. Methods of shipping
        a. Shipping guides
        b. Parcel post
        c. Air parcel post
        d. Express mail
        e. Air express
        f. Bus express
        g. United Parcel Service
        h. Truck transportation
        i. Railway freight service
    2. Packaging
    3. Marking goods for shipment
    4. Tracing

Student Activities

1. Use word tests with misspelled words and incorrect punctuation that students must circle and correct.

2. Emphasize proofreading throughout the year by having students proofread their own work before turning in for a grade. Mailable letter = A; correctable errors = B; retyping necessary = C.

3. Emphasize proofreading by having each student assume the role of executive for one week. All students turn in their work to the "executive" who proofreads and returns the material to students.

4. Role-play case problems involving local and long distance telephone communications ordering goods, taking orders, taking messages, dealing with irate customers, etc. (Teletrainer Kit from South Central Bell)

5. Receive callers of various types and carry through greetings and handling of situation to completion.

6. Listen to a tape recording of messages involving facts and figures. Have students listen without taking notes and then list what they remembered when the recording ends.

7. Listen to tape recording of messages involving facts and figures and have students take notes.

8. Tape record a radio or TV announcement. Have the class listen, then write down what they remember after the recording ends.

9. Have class take notes while listening to a speaker in class or assembly.

10. Have a discussion of "deadhead" words--those that take up space but mean nothing. Example: She does not, **if you think about it**, have a colorful personality.

11. Have a discussion of negative words that should be avoided in business communications such as, "You **failed** to enclose the check with your order." List as many negative words as possible, then list substitute phrases to create goodwill.

12. Collect examples of letters, newspaper articles, magazines, memos and reports which exhibit good or bad examples of written communications and analyze.

13. Use overhead projector for viewing "good" and "bad" letters.

14. Practice revising poor examples of letters to reflect the "you" attitude.

15. Research a topic and write an informal report that is correct, clear, concise and convincing.

16. Analyze the essential points of an article or report and write a summary.

17. Have a discussion of body language and the effects of body language on one's conversation.

18. After listening to a controversial topic, assess the validity of the arguments and type a short report drawing conclusions.

19. Review the basic letter styles and prepare one of each for the student's office manual, complete with carbons, notations, and envelopes.

20. Work through a unit on Mailable Letters. Save the letters for coding and filing later.

21. Rotate students in the position of receptionist for a period of one week. During this time each will handle all callers, maintain an office calendar, make coffee, serve visitors, answer the telephone, keep and balance petty cash, type letters and memos, and attend to any other duties of the receptionist.

22. Receive a stack of mail from the instructor and sort in order of importance.

23. Determine the appropriate class of mail for a list of 20 items to be mailed.

24. Practice using postage scales and determine how to package and ship various kinds of materials.

25. Practice the steps of composing in simple-to-complex fashion. (See Numbers 26-28).

26. Dictate simple questions and have students type answers. (Names, addresses, birthdates, social security numbers.)

27. Dictate words and have students type the first thought they associate with the word. (Example: red--hot.) Increase in complexity.

28. Dictate several instructions in unorganized manner and have students jot down notes, then type in organized fashion.

29. Dictate instructions for a short letter ordering one or two items of goods. Have students type the letter.

30. Emphasize the three-paragraph method of composing letters: opening paragraph, explanatory paragraph, and closing paragraph.

31. Stress the importance of careful listening by relating cases of costly mistakes caused by faulty listening.

32. Select a typical clerical task and ask students to suggest the next step after a sequence of steps has been completed.

33. Relate a short story or incident in which you develop the ideas clearly up to the ending. Ask the students to add the conclusion or climax.

34. Read a paragraph from a business letter which contains a sentence that does not belong and ask students to identify the sentence.

35. Ask a student to give an account of an automobile accident and have the other students write a report based on the information.

36. Give your office and home phone numbers, including area code and have students repeat it.

37. State your complete address, including zip code and have students repeat it.

38. Give directions on how to get to your house from the edge of town and have students repeat it.

39. Tape record instructions for class work to be done when the instructor must be out of school. Ask substitute teacher not to repeat the instructions. (Students must have prior practice in this, must be prepared for such an assignment, and must be allowed to take notes.)

40. Use dictation equipment regularly to give instructions. Students enjoy this kind of independence if given proper training.

41. Make a habit of giving instructions one time and do not repeat after students have been given an opportunity to ask questions.

42. Tape record students' voices as they make telephone calls. Play back, have students analyze themselves, and discuss.

43. Use chalk board frequently to write unusual names, words, and terminology, emphasizing spelling, word division and meaning.

Evaluation

1. Performance tests relating to unit competency statements.
2. Case problem assigned after practice with Teletrainer Kit.
3. Mailable letters completed.
4. English mechanics test.
5. Composing assignment.
6. Analysis of report.
7. Performance in the role of receptionist as measured by a check sheet.
8. Proofreading test.
9. Oral speech and/or short oral test.
10. Theory test.

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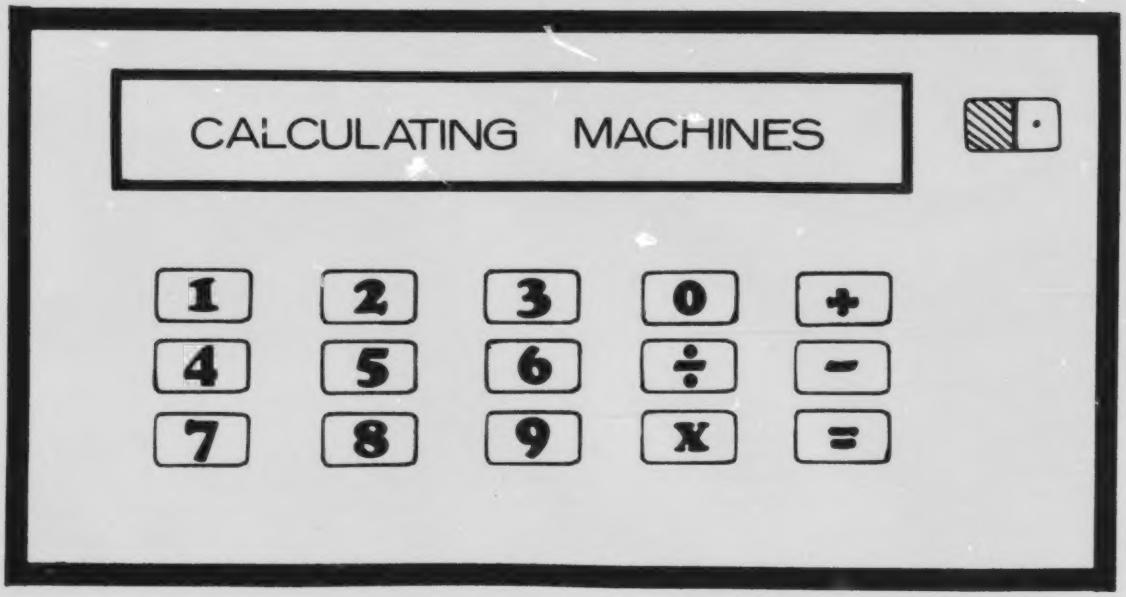
CALCULATING MACHINES
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CALCULATING MACHINES

(Suggested time: 2 weeks)

Rationale

Today's office worker needs a working knowledge of calculating machines. Following written and oral directions, tolerating tedious and monotonous work, coping with heavy work loads, making minor machine adjustments, and making minor machine repairs are all a part of the calculating machine operator's work. The operator performs addition, subtraction, multiplication, and division on ten-key adding-listing machines, printing calculators, full-keyboard adding-listing machines, and the electronic calculator. He or she works with statistical material, decimals, and percentages.

Competencies

1. Given a test covering the machine functions of each machine available, demonstrate ability to use each function correctly, to the satisfaction of the instructor.
2. Given source documents, compute trade and cash discounts, and audit until all errors are corrected.
3. Given source documents, compute interest and discounts on notes, and audit until all errors are corrected.
4. Given source documents, compute salesperson's commissions and audit until all errors are corrected.
5. Given source documents, compute payroll records and audit until all errors are corrected.
6. Given data already computed, such as mark-up, payroll, interest, or discounts, explain the problem and how the answer was derived, to the satisfaction of the instructor.
7. While performing repetitious and monotonous activities, demonstrate ability to work without complaining, to the satisfaction of the instructor, according to a criterion checklist.
8. While performing calculations under pressure of deadlines, demonstrate the ability to work consistently and pleasantly, to the satisfaction of the instructor, according to a criterion checklist.
9. Given a new ribbon, demonstrate the ability to correctly change ribbons on machines, within a time limit of 10 minutes.
10. Given a 50-problem test covering all types of problems included in the course content, demonstrate the ability to compute with 95% accuracy.

Course Content

I. Adding Machines
    A. Ten-key adding-listing machine
        1. Introduction of keyboard
        2. Machine operation and business applications
            a. Touch systems
            b. Addition
                (1) Totals
                (2) Subtotals
            c. Subtraction
            d. Multiplication
            e. Credit balances
            f. Invoice extensions
            g. Payroll computations

- B. Full-keyboard adding-listing machine
  - 1. Introduction of keyboard
  - 2. Machine operation and business applications
    - a. Addition
      - (1) Totals
      - (2) Subtotals
    - b. Subtraction
    - c. Credit balances
- II. Calculating Machines
  - A. Introduction of keyboard
  - B. Machine operations and business applications
    - 1. Touch systems
    - 2. Addition
      - a. Totals
      - b. Subtotals
    - 3. Subtraction
    - 4. Multiplication
    - 5. Division
    - 6. Constants
    - 7. Corrections
    - 8. Credit balances
    - 9. Percentages
    - 10. Discounts and net amounts
    - 11. Interest
    - 12. Chain discounts
    - 13. Payroll computations
    - 14. Memory storage and recall
- III. Care and Maintenance of Machines
  - A. Replace paper in machine
  - B. Change ribbons
  - C. Complete repair slip on inoperable machines

Student Activities

1. Complete assigned problems from textbook.
2. Replace paper in machines when needed.
3. Assist in developing bulletin boards with calculating machines theme.
4. Scan newspapers to find jobs that require calculating machine operators.
5. Take timed drills to increase speed.
6. Complete integrated office projects.
7. Use actual business papers such as checks, shipping orders and invoices. (Practice sets for machines are good for this.)

8. Use student activity sheets to record work completed.
9. Visit local offices where wide use is given to calculating machines.
10. Take proficiency test furnished by Victor Business Machines.
11. Participate in Awards Day program at school if Silver, Gold or Bronze Award is earned on the Victor Proficiency Test.
12. Participate in class speed contests on the calculator.

Evaluation

1. Speed tests.
2. Achievement tests.
3. Theory tests.
4. Integrated projects.
5. Performance on each competency statement.
6. Work habits

References and Resources

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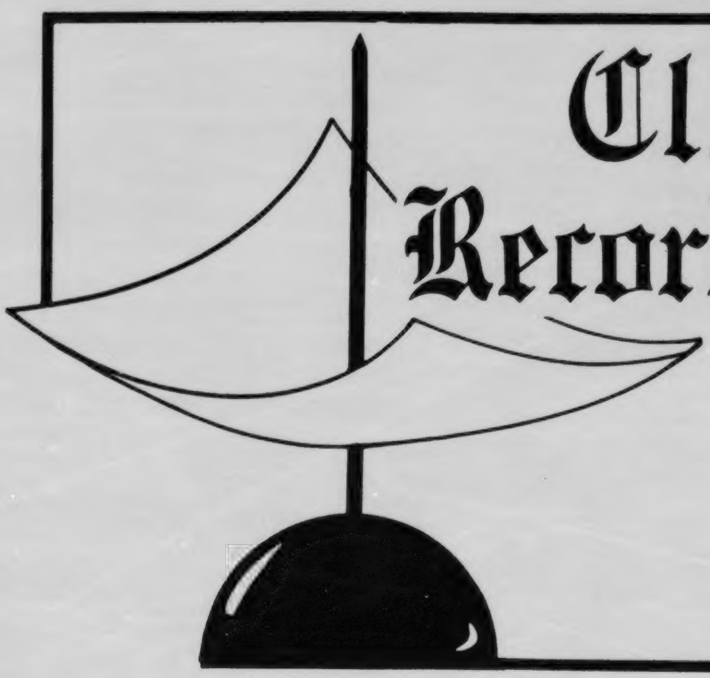

Clerical Recordkeeping

CLERICAL RECORDKEEPING

(Suggested time: 3 weeks)

Rationale

The recordkeeper possesses the information necessary for the maintenance of various records of a business. Knowledge of such information as payrolls, checks, budgets, bank deposits, bills, petty cash, invoices, bank statements and bank reconciliations is necessary to function in a recordkeeping capacity. The tasks and duties that the recordkeeper must perform include those related to the receipt and transmission of records; those related to the transfer of records from one source to another; those tasks which require proficiency on the adding machine, the calculator and the typewriter; and the completion of governmental forms pertaining to the business.

Competencies

1. Given a clerical ability test, demonstrate ability to check figures and names by scoring 95 percent.
2. Given 50 sales slips and invoices, demonstrate ability to verify them by locating all errors in computations.
3. Given five problems in addition, subtraction, multiplication, and division by longhand and on a ten-key adding machine or calculator, demonstrate skill by computing with 95 percent accuracy.
4. Given petty cash records, demonstrate recording, computing and verifying skills so that records balance and answers check against key.
5. Given a bank reconciliation problem, demonstrate computing and verifying skills so that records balance and answers check against key.
6. Given a payroll problem, demonstrate recording, computing and verifying skills so that records balance and answers check against key.
7. Given business transactions to record by hand, demonstrate accuracy and legible penmanship to the instructor's satisfaction.
8. Demonstrate a satisfactory rating which reflects increasing levels of competence in interpersonal relations as rated by the teacher and student on a check sheet.
9. Given a blank 1040 tax return form, demonstrate ability to complete with 100% accuracy.
10. Given the income and expenses of a family, develop a realistic budget to the instructor's satisfaction.

Course Content

I. Personal Recordkeeping
  A. Elements of recordkeeping
  B. Recordkeeping for banking
  C. Basic cash records
  D. Household finance records
  E. Personal tax records

II. Recordkeeping Procedures
  A. Cashier records
  B. Payroll records--computing earnings and deductions
  C. Payroll systems--records and reports
  D. Retail sales records

III. Business Recordkeeping
    A. Flowcharts in recordkeeping
    B. Recordkeeping and automation
    C. Purchases records
    D. Record storage systems
    E. Recordkeeping for small businesses

IV. Elements of Accounting
    A. Introduction to accounting procedures
    B. Debits and credits
    C. Journal entries
    D. Ledger accounts and posting
    E. Purchase on credit
    F. Cash payments
    G. Sales on credit
    H. Cash receipts
    I. Trial balance
    J. Financial statements for service businesses
    K. Financial statements for merchandising businesses
    L. Accounts receivable and accounts payable
    M. Combination journal

Student Activities

1. Read textbook material to introduce topic being studied.
2. Complete short learning problems at the end of each chapter.
3. Complete short practice sets or projects pertaining to each topic studied. (Rosenberg's Projects in Clerical Recordkeeping is excellent.)
4. Complete a flowchart tracing the steps in completing an office task.
5. Invite a tax accountant to speak to the class. Schedule this topic close to tax-filing time.
6. Use IRS tax materials that are furnished free-of-charge to schools for teaching taxes. (Order from Jackson office early in school year: IRS 301 N. Lamar, Jackson, MS 39202)
7. Use banking materials from the Mississippi Banking Institute to teach essential elements of banking. (Secure from local banks.)
8. Use hypothetical cases of family income and expenses for students to develop realistic budgets.
9. Prepare personal budgets.
10. Invite a local businessperson to discuss business procedures for keeping records.
11. Arrange a field trip to a local business to see how payroll is automated.
12. Visit a purchasing office of a large company or agency.
13. Complete pegboard practice set.
14. Visit a local retail business and find out the recordkeeping procedures used to maintain inventory records.
15. Conduct a model office simulation.

Evaluation

1. Performance tests relating to unit competency statements.
2. Theory test
3. Clerical ability test
4. Practice sets and projects
5. Performance in model office

References and Resources

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DATA PROCESSING

DATA PROCESSING

(Suggested time: 2 weeks)

Rationale

The use of the computer in every segment of society and especially in today's office environment requires that all office employees be knowledgeable of mechanical and electronic data processing. A knowledge of specialized terminology, procedures, and equipment used to process information provides the student with entry-level competencies for general office work, as well as foundation skills for employment in the field of data processing.

Competencies

1. Demonstrate knowledge of data processing concepts by scoring at least 90% accuracy on a 100-item objective test on the following topics covered in the unit of study:
    - A. History of Data Processing
    - B. Data Processing Terminology
    - C. Manual-Mechanical systems
    - D. Automated Systems
    - E. Data Processing Equipment
    - F. Language Systems of Computers
2. Given appropriate sources, type a 3-page report on the use of data processing in our society, career options open to beginning office students, and other related information. The report is to be typed manuscript style and presented orally to the class.
3. Given a list of the steps to follow in processing payroll data, with the aid of a template, prepare a flow chart using flowcharting symbols for processing payroll and describe each step with 95% accuracy.
4. Given punched cards, interpret all punches with no errors.
5. Given a punch card with printed data, demonstrate ability to "punch" information on the card by blacking in punch positions with a pencil, with 98% accuracy.
6. Given a standard card layout form and the source document (invoice), demonstrate the ability to plan fields to handle selected data recorded on the invoice starting with column one, with no errors.
7. Given an information sheet, a perforated card, and a sharp pencil, punch holes in the card, separate the fields by drawing vertical lines, and write headings over the fields from the information given. Any reasonable solution is acceptable.
8. Given a computer printout, identify input, computer processing of data, and output, with 95% accuracy.
9. Given a key-punch machine or simulated keyboard and a payroll problem, keypunch the data with 100% accuracy.

Course Content

- I. Development of Modern Data Processing
    - A. History of data processing
    - B. Data processing terminology
    - C. Operations of data processing

- II. Preparing data for processing
  - A. Manual data processing
  - B. Automated data processing
    - 1. Unit-record system
    - 2. Electronic computer system
- III. Data Processing Cycle
  - A. Origin
  - B. Input
  - C. Manipulation
  - D. Output
  - E. Storage
- IV. Flow Charting
- V. Basic Machines used in Automated Data Processing
  - A. Card punch
  - B. Verifier
  - C. Sorter
  - D. Tabulator
  - E. Interpreter
  - F. Collator
- VI. The Punched Card
  - A. Card format
  - B. Recording numeric data
  - C. Recording alphanumeric data
  - D. Recording special symobls
  - E. Assuring the accuracy of punched cards
- VII. Understanding Electronic Computers
  - A. Features of the computer
  - B. How a computer works
- VIII. Careers in Data Processing

Student Activities

1. Complete research assignments on assigned topics.
2. Participate in classroom discussions.
3. Order free and inexpensive materials.
4. Arrange a bulletin board.
5. Visit a computer installation.
6. Complete review questions, student guides, and projects for each section in the text.
7. Complete a 100-item objective test on data processing concepts, terminology, procedures, and equipment.
8. Construct flowcharts using flowcharting symbols.
9. Complete exercises using the binary code.
10. Participate in problem-solving activities and games.
11. Research reports on data processing careers.
12. Demonstrate use of pegboard system.

13. Analyze job opportunities in the community relating to data processing.
14. Operate available data processing equipment.
15. Analyze computer printouts.
16. View films, filmstrips, and transparencies.
17. Solve practical problems at computer terminal.

Evaluation

1. Results of performance activities as described in the competency statements.
2. Results of 100-item objective test as described in the competency statements.
3. Results of supplementary learning activities described in "Student Activities."
4. Work habits as outlined on criterion sheet.

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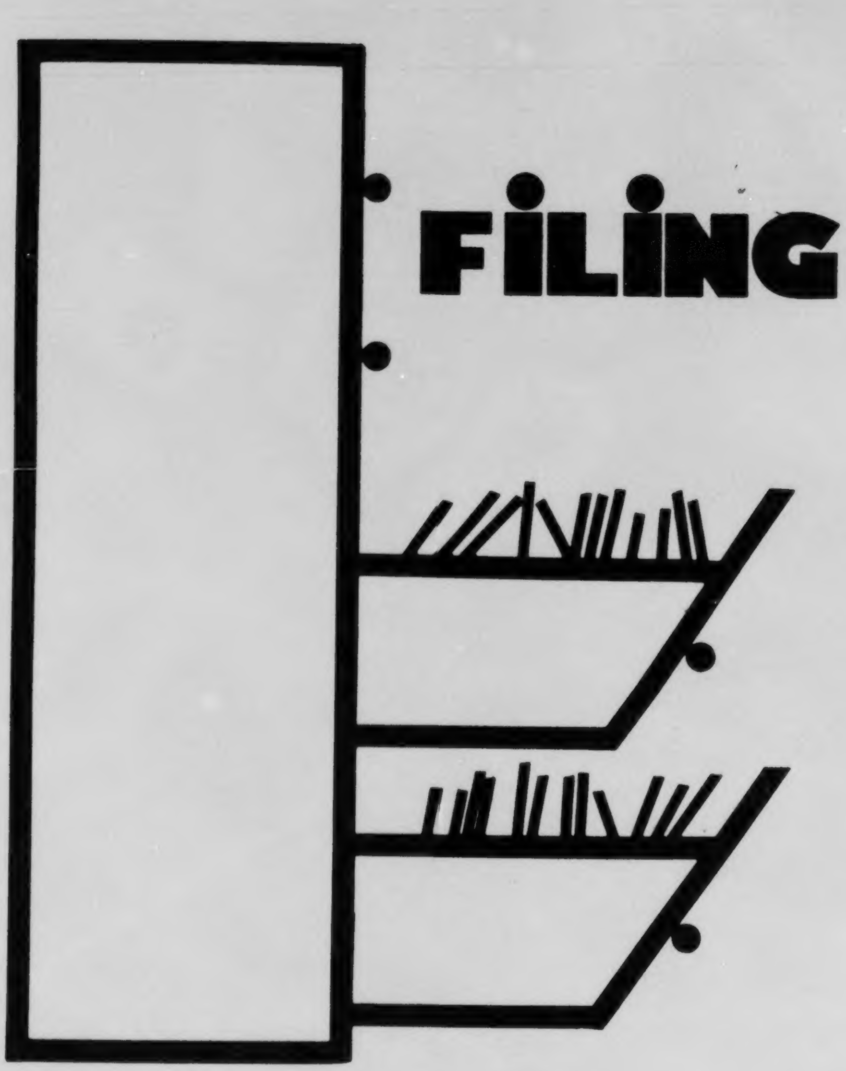
FILING



FILING

(Suggested time: 3 weeks)

Rationale

The file clerk recognizes the established identity of data, materials, and equipment; arranges these items according to kind, class or sort; and codes and stores data and materials in prescribed manner. Quick retrieval of data follows readily. The file clerk will also set up a filing system or adhere to an established one, check items in or out, and transfer materials at regular intervals in a predetermined manner.

Competencies

1. Given 25 documents to be filed alphabetically, code and file the documents in individual folders alphabetically and chronologically, where appropriate, within 30 minutes, with no more than three documents misfiled.
2. Given ten coded documents, some of which should be cross-referenced, accurately prepare cross-reference sheets for appropriate documents, within ten minutes.
3. Given ten requests for information from the files, obtain the necessary documents and give requested information to the instructor in written form. Performance will be based on the accurate retrieval of the requested information with at least nine of the ten requests relayed to the instructor within 30 minutes.
4. Given 25 documents to be filed geographically, code and file the documents using geographic method, within 30 minutes, with no more that three documents misfiled.
5. Given 25 documents to be filed numerically, code and file the documents using the numeric method, within 30 minutes, with no more than three documents misfiled.
6. Given 25 documents to be filed by subject, code and file the documents using subject method, within 45 minutes, with no more than three doucments misfiled.
7. Given a 50-item objective test on the terminology, procedures, methods, and equipment used in filing, the student must make a score of 70% within a 45-minute period.
8. Given a work task, display organization, efficiency, accuracy, and adherence to a work schedule as rated by a check sheet.

Course Content

I. Nature and Scope of Filing and Records Management
    A. Need for filing and records management in the business office
    B. Qualifications of a file clerk
    C. Employment opportunities
    D. Need for **all** office workers to have had training in filing
    E. Necessity for uniform rules and methods

II. Alphabetic Filing
    A. Card files
        1. Names of individuals
        2. Business names
        3. Organizations, government agencies and subjects
        4. Filing simulation

- B. Correspondence filing
    - 1. Equipment, supplies and vocabulary of filing
    - 2. Processing correspondence for filing
        - (a) Inspection
        - (b) Coding
        - (c) Cross references
        - (d) Sorting
        - (e) Filing
        - (f) Simulation
        - (g) Retrieval of materials
        - (h) Simulation
- C. Records control
    - 1. Requisition
    - 2. Charge
    - 3. Follow-up controls
    - 4. Simulation
- D. Transfer and storage control
    - 1. Equipment and supplies for transfer and storage
    - 2. Transfer methods and policies
    - 3. Control procedures for transfer records
- E. Types of alphabetic filing systems

III. Geographic Systems
- A. Nature and use of geographic filing
- B. Arrangement of geographic files
- C. Filing procedure
- D. Cross reference file
- E. Alphabetic system within geographic system

IV. Numeric Systems and Procedures
- A. Nature and procedures
    - 1. Organization
    - 2. Advantages
    - 3. Disadvantages
    - 4. Arrangement
    - 5. Alphabetic index control file
    - 6. Accession register
    - 7. Procedure
    - 8. Simulation

V. Subject systems and Procedures

VI. Microfilming of Records

Student Activities

1. Hand out a self-analysis form for each student to complete before beginning unit on filing. From information given by student, match the areas to those required by filing occupations. (This is an excellent time to present students with job descriptions that involve filing.)

2. Visit three business offices utilizing different filing systems; observe and report on them to the class.

3. Set up a personal filing system using test papers and handouts from various classes.

4. Visit the school office and observe the filing system in which school records are maintained.
5. Gain practical experience in filing and retrieving through the use of classroom filing equipment.
6. Observe through supply catalogs the various filing supplies and equipment available, taking into consideration the advantages and disadvantages of each system.
7. Require material to be located on microfiche or microfilm equipment from any available source. Some guidance counselors have obtained microfiche equipment and receive Job Bank Information in microfiche form that would be suitable for this activity.
8. Hand out a prepared outline concerning filing terminology, systems, and procedures. The teacher many need to elaborate on the outline for a more effective lecture method.
9. Supply the students with case problems for homework assignments or for open discussions in class. Through case problems, students learn to make decisions based on the information that is available. Many times no right or wrong answer can be agreed upon, but the importance of this interaction is in providing new opportunities for learning.
10. Debate is another good form of interaction. An example of a current topic for records management would be "Centralization vs. Decentralization of Records."
11. A field trip to records centers of various types of businesses such as hospitals, public utilities, insurance companies and law enforcement institutions is far more effective and interesting than a formal lecture.
12. Outline the type of records being maintained, amount of space available for storage, format of the company and any other necessary information for students to conduct a small scale feasibility study. Have each student perpare her/his findings in formal report form.
13. Have students collect real correspondence for filing practice. "Junk" mail received at home accumulates quickly and provides ample practice material.
14. Maintain real file cabinets, both letter and card size. After covering basic theory of each filing method, have students code and file collected correspondence.
15. Keep a general record of correspondence filed and ask students to retrieve from the files from time to time.
16. Maintain one file drawer for each basic method of filing.
17. As students learn to type letters and correspondence, return after grading to be coded and filed. By having students alter names and addresses randomly, all pieces of correspondence will be different and will require special thought when filing.
18. If students work through a Mailable Letters Unit, have them select names and addresses randomly from the telephone book for the inside address of each letter. This will provide a large variety of different items to be coded and filed. Code and file.
19. If new file cabinets are purchased, allow students to set up the new files.

Evaluation

Evaluation will be made on the basis of the following:

1. Participation in classroom discussion.
2. Reports on interviews and visits to offices.
3. Results of integrated projects.
4. Observations of instructor as determined by check sheet.
5. Results of performance tests as outlined by competencies.
6. Results of theory tests.

References and Resources

Agnew, Peter L.; Meehan, James R.; and Pasewark, William R. **Clerical Office Practice.** 5th ed. Cincinnati: South-Western Publishing Company, 1973.

Archer, Fred C.; Brecker, Raymond F.; and Stewart, Jeffrey R., Jr. **General Office Practice.** 4th ed. Manchester, MO: Gregg Division, McGraw-Hill Book Company, 1975.

Association of Records Managers and Administration. "Records Management in the High School" (Publication ED-3). A course syllabus. Copies available from ARMA, P.O. Box 281, Bradford, RI 02808.

Bassett, Ernest D., and Goodman, David G. **Business Filing and Records Control.** 4th ed. Cincinnati: South-Western Publishing Company, 1974.

Cecil, Paula B. **Word Processing in the Modern Office.** Menlo Park, CA: Cummings, Inc., 1976.

Fisher, Robert, and Kilchenstein, Dolores. **Intensive Clerical and Civil Service Training.** 5th ed. Cincinnati: South-Western Publishing Company, 1978.

Films

The following films are available on loan from The Research and Curriculum Unit, Mississippi State University, Drawer DX, Mississippi State, MS 39762:

Filing Procedures in Business
Basic Record Keeping

Practice Sets

Office Filing Procedures. South-Western Publishing Company, 1974.
Gregg Quick Filing Practice Set. Gregg Division, McGraw-Hill Book Company, 1968.

Graphic arts !

GRAPHIC ARTS

(Suggested time: 1 week)

Rationale

A person working in the graphic arts area of a business possesses much imagination and ability. Graphic arts workers are skilled in the design and preparation of business forms; are able to operate a composing machine to include the justification of margins; are able to set cold type for headlines; and are able to design, typewrite and prepare layouts for newspapers, bulletins, advertisements, manuals, etc. Graphic arts workers will proofread rapidly and accurately, as well as edit, and will understand and use proofreader's marks. If there is not a separate printing department, this person will operate duplicating and offset machines.

Competencies

1. Given the facts and information to be included, design a business form, office manual, bulletin, newspaper, newsletter, or advertising brochure for printing.
2. Given the information and the composing machine, typewrite accurately and rapidly the information into justified margin columns for work layout.
3. Given the rough draft copy of the newspaper, bulletin, manual, etc., proofread accurately and use proofreader's marks to indicate all corrections.
4. Given the justified columns of articles, prepare and arrange the dummy, or layout, of the newspaper, bulletin, etc., and prepare headlines for the specific project with cold type to meet deadlines.
5. Given the finished layout of the newspaper, manual, bulletin, etc., run copies of the project by operating the duplicating or offset machine, within a given deadline.
6. Given the printed copies of the material, complete the bindery operations of the material, within a given deadline.

Course Content

I. History

II. Printers' Vocabulary

III. Type Identification Classification
  A. Five basic classes
    1. Old style
    2. Modern
    3. Transitional
    4. Square serif
    5. Sans-serif
  B. Families of type
  C. Weight
  D. Size
  E. Unit System
  F. Selection and use of type

IV. Type of Components
  A. Type measurement
    1. Pica
    2. Point

- B. Type parts
    - 1. Ascender and decender
    - 2. Stem
    - 3. Capital height
    - 4. Base line
    - 5. X-height

V. Basic Types of Composition
- A. Hand set
- B. Hot type composition
- C. Cold type composition

VI. Composing Machine
- A. Operation of composing machine
    - 1. Advantages of a composing machine
    - 2. Proportional spacing
    - 3. Types of fonts and identification marks on a font
    - 4. Horizontal measurements
    - 5. Vertical measurements
    - 6. Setting the margins
    - 7. Setting the tabs
    - 8. Functions of special keys on the composing machine
    - 9. Care and maintenance of the composing machine
- B. Refinements of the composing machine
    - 1. Justification
    - 2. Leader lines
    - 3. Centering
    - 4. Forms construction

VII. Copyfitting
- A. Fitting copy to space
- B. Fitting space to copy

VIII. Proofreading
- A. Proofreaders' marks
- B. Making corrections

IX. Layout
- A. Headlines
- B. Dummy
- C. Designs

X. Printing Process

XI. Printing Paper

XII. Printing Ink

XIII. Bindery Operations

XIV. Operation of Duplicating and Offset Machines

Student Activities

1. Collect typographical samples from magazines, newspapers, brochures, pamphlets, etc., to determine design, layout, type families, classes, styles, and weights.
2. Prepare written or oral reports for class presentation on graphic arts topics - history of printing, methods of printing, types of compositions, etc.
3. Act as a reporter for a special school event, compose the report, copyfit, and typeset the item.
4. Design personal letterhead, envelopes, and business cards and typeset them.
5. Visit a printing business to observe the equipment and procedures used.
6. Carry a project through the composing machine, layout, copyfitting, and proofreading stages during the latter part of the course.
7. Help print the school newspaper.
8. Complete a graphic arts test.
9. Prepare bulletin board on graphic arts.

Evaluation

1. Results of projects completed during the study of the unit.
2. Results of the performance tests as outlined in the specific competency statements.
3. Theory test.
4. Work habits check sheet.

References and Resources

Agnew, Peter L.; Meehan, James R.; and Pasewark, William R. **Clerical Office Practice.** 4th ed. Cincinnati: South-Western Publishing Company, 1967.

Arnold, Edmund C. **Ink on Paper.** New York: Harper and Row Publishers, Inc.

Carlsen, Darvey E. **Graphic Arts.** 4th ed. Peoria, IL: Charles A. Bennett Company. Inc., 1970.

International Paper Company. **Pocket Pal.** 10th ed. New York, NY.

Karch, R. Randolph. **Printing and Allied Trades.** 5th ed. New York: Pittman Publishing Company.

Miscellaneous

Composing stick - Fototype, Inc., 1414 Roscoe Street, Chicago, Illinois.

Drawer of Letters - (various types, styles and sizes) Fototype, Inc., 1414 Roscoe Street, Chicago, Illinois.

Strip Printing Machine - Local office supply company.

HUMAN RELATIONS

HUMAN RELATIONS

(Suggested time: 2 weeks)

Rationale

In addition to possessing manipulative skills, an office worker must also possess personal attributes essential for effective human relations. Developing and improving personal attitudes and attributes, practicing good grooming habits, working toward better relations with employer and co-employees, and developing good work habits and attitudes create a successful working environment.

Competencies

1. Given case studies, identify desirable and undesirable personality traits necessary for job advancement.
2. Given styles of clothing, select desirable office dress ensembles according to correct figure type and coloring.
3. Given guidelines of appropriate dress, plan wardrobe additions based on items already in his/her wardrobe.
4. Given a list of health habits, state how health habits affect job performance, appearance, and attitudes.
5. After a study of human relations, demonstrate a satisfactory rating which reflects increasing levels of competence in interpersonal relations as rated by teacher and student on a check sheet.

Course Content

I. Human Relations
  A. Attitude toward job
  B. Attitude toward customers
  C. Attitude toward co-workers
  D. Attitude toward employer
  E. Attitude toward self

II. Personality Development
  A. Developing a good attitude
  B. Observing rules
  C. Consideration
  D. Developing tolerance

III. Grooming
  A. Appearance
    1. Posture
    2. Poise
    3. Make-up
  B. Health
    1. Diet
    2. Rest
    3. Exercise
  C. Cleanliness
    1. Body
    2. Hair
    3. Teeth

D. Proper office dress
  1. Planning wardrobe
  2. Appropriate style
  3. Accessories
  4. Care of clothing

Student Activities

1. Prepare a bulletin board on human relations, personality development and grooming.
2. Keep a checklist of personal grooming habits for one week.
3. Select an appropriate wardrobe for the office.
4. Through case studies, identify desirable as well as undesirable personality traits that are necessary for success in the world of work.
5. Prepare a wardrobe booklet illustrating basic office attire. The wardrobe should be planned for a full working week and include prices, descriptions, and the reasons the student selected the items.
6. Complete an attitude and personal inventory chart.
7. Dress for the office and model the outfit before the class while being evaluated by a student panel and the instructor.
8. Invite guest speakers who exemplify proper attitudes and office dress to speak to the class about personal qualities, goals, and ways to achieve them.
9. Complete self-evaluation forms.
10. Interview several people who work in offices and ask them what personal qualities they consider important. Ask them why they consider these particular qualities to be important. Report on findings.
11. Collect newspaper and magazine articles on different phases of human relations.
12. Given some problems involving human relation situations, the student will list possible solutions to the problem.
13. Have students talk about themselves for 3 minutes or divide the class into pairs and have each pair learn 3 things about each other. Let each person share the information gained with the class.
14. Using a piece of brown wrapping paper, write the word "RESPECT" to place across a wall in the room to set the mood for a unit on human relations to emphasize the importance of respect for other people.
15. Place a Suggestion Box in classroom and encourage students to contribute positive suggestions that will improve interoffice relations.

Evaluation

1. Performance relating to unit competency statements.
2. Performance in office simulation project.
3. Evidence of improvement in human relations skills and work habits from ratings given each grading period.
4. Short answer test on human relations.

References and Resources

Allen, Betty, and Briggs, Mitchell T. **Mind Your Manners.** Philadelphia: J.B. Lippincott Company, 1971.

Allport, Gordon W. **Pattern of Growth in Personality.** New York: Holt, Rinehart, & Winston, Inc., 1961.

Axline, Virginia M. **Dibs: In Search of Self.** New York: Ballantine Books, Inc., 1967. (Paperback)

Becker, Ester R., and Lawrence, Richard L. **Success and Satisfaction in Your Office Job.** New York: Harper & Brothers, 1954.

Chapman, Elwood N. **Your Attitude is Showing.** Chicago: Science Research Associates, 1977.

Cosgrove, Marjorie C., and Unruh, Irma. **Discovering Yourself.** Life Adjustment Booklet. Chicago: Science Research Associates, 1957.

Duvall, Sylvanus M. **Art and Skill of Getting Along With People.** Englewood Cliffs: Prentice Hall, Inc., 1961.

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Fanslow, Pauline G. **The Great Looks Book.** Bonne Bell Cosmetics, 1971.

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Fruehling, Rosemary, and Herr, Edwin L. **Working at Human Relations.** Chicago: Gregg/McGraw-Hill Book Company, 1977.

James, Muriel, and Jongeward, Dorothy. **Born to Win.** Reading, Massachusetts: Addison-Wesley Publishing Co., Inc., 1971.

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Lair, Jess. **I Ain't Much, Baby--But I'm All I've Got.** New York: Doubleday & Company, Inc., 1972, (Paperback)

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MacGibbon, Elizabeth. **Fitting Yourself for Business.** Fourth Edition. New York: McGraw-Hill Book Co., Inc., 1961.

Maslow, Abraham H. **Motivation and Personality.** New York: Harper & Brothers, 1954.

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Oliverio, Mary Ellen, and Pasewark, William R. **Secretarial Office Procedures.** Ninth Edition. Cincinnati: South-Western Publishing Co., 1977.

Peale, Norman V. **The Power of Positive Thinking.** Englewood Cliffs: Prentice-Hall Inc., 1954.

Russon, Allen R. **Business Behavior.** Cincinnati: South-Western Publishing Company, 1977.

Russon, Allen R. **Personality Development for Business.** Cincinnati: South-Western Publishing Company, 1973.

Schutz, William C. **Joy: Expanding Human Awareness.** New York: Grove Press, Inc., 1967. (Paperback)

Seabury, David. **Art of Living Without Tension.** New York: Harper & Brothers, 1958.

Stratton, Dorothy, and Schleman, Helen B. **Your Best Foot Forward.** New York: McGraw-Hill Book Co., Inc., 1955.

Whitcomb, Helen, and Lang, Rosaland. **Charm.** Chicago: McGraw-Hill Book Company, 1964.

Films

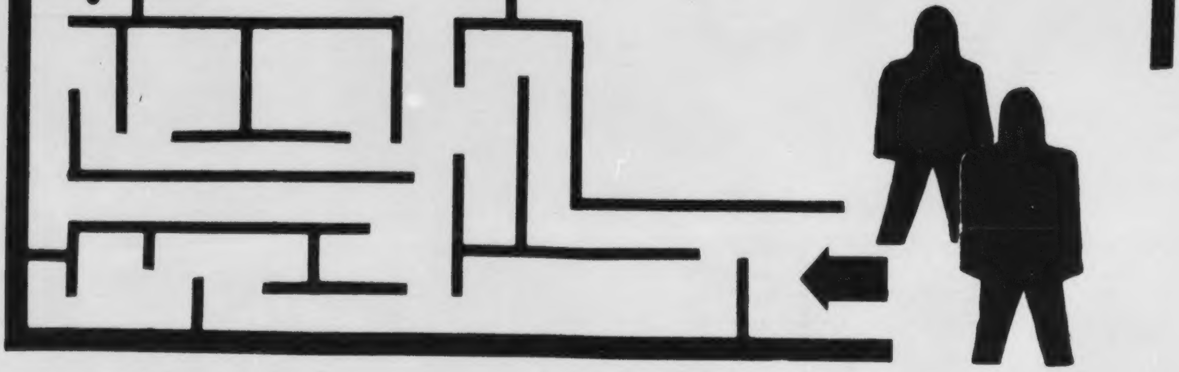
Available From: Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601

How to Be Well Groomed (11 minute film)
Personality Qualities for Job Success (11 minute film)
Posture Habits (10 minute film)

Available From: Research and Curriculum Unit
Film Library
Drawer DX
Mississippi State, MS 39762

Person-to-Person Relationships
Good Grooming

JOB ORIENTATION



JOB ORIENTATION

(Suggested time: 1 week)

Rationale

Job orientation involves the analysis of one's obtaining and maintaining a job and producing and progressing on the job. All the necessary functions applicable to the processes of the job, including psychological and sociological aspects of work and working, business customs and practices, work ethics, and employability skills, are parts of the total learning environment in preparation for employment in the business world.

Competencies

1. Given a want ad or other prescribed format, compose and typewrite in mailable form a letter of application and a personal data sheet applying for a specific job, within a one-hour time limit.
2. Given background information and basic instructions for filling out application forms, fill out an application form to the teacher's satisfaction based upon the following criteria: neatness, accuracy, and completeness.
3. Given a theory examination covering the unit content, identify the correct answers within 30 minutes with 90% accuracy.
4. Given guidelines for proper office dress and behavior, dress and respond in an appropriate manner in a personal interview arranged by the teacher and rated on an interview rating sheet.

Course Content

I. Orientation to the World of Work
    A. Why people work
    B. Factors on which pay is based

II. Business Customs and Practices

III. Career Opportunities
    A. Jobs
    B. Duties
    C. Basic and specific skills
    D. Qualifications

IV. Advantages of Secretarial and Clerical Work

V. Finding and Landing That Job
    A. Job source information
    B. Personal data sheet
    C. Letter of application
    D. Job interview
    E. Application forms
    F. Employment tests

VI. Performance on the Job
    A. Productivity
    B. Interpersonal relations
    C. Upgrading skills
        1. Home study
        2. Extension courses
        3. In-service training
    D. Work ethics

Student Activities

1. Prepare a bulletin board on careers and applying for a job.
2. Analyze personal interests and abilities on sample work sheets.
3. Conduct research on D.O.T., requirements and availability of various office jobs from books, magazines, biographies of successful people, and from personal interviews with friends, relatives, and other resource persons.
4. Match personal inventory with a desirable job.
5. Learn various sources for securing information regarding job openings.
6. Interpret want ads intelligently and select an opening of interest.
7. Compose and typewrite a letter of application, a personal data sheet, and a follow-up letter in mailable form.
8. Discuss preparation for the interview, proper dress, appropriate inquiries to make, and possible questions to be asked.
9. Have personal interview with the teacher or outside businessperson.
10. Analyze rating sheet filled in during the interview.
11. Complete application forms.
12. Take a variety of employment tests for practice.
13. Have a representative from the Mississippi State Employment Security Commission come to the school and administer the typing and spelling test to students.
14. Visit businesses to learn more about secretarial and clerical careers.
15. Role-play interviews.
16. Invite a personnel manager to speak to the class on applying for a job.
17. Discuss case problems about applying for a job.

Evaluation

1. Performance test on competencies established for the unit.
2. Work habits.
3. Oral reports.
4. Written reports.

References and Resources

Blackledge, Blackledge, and Keily. **The Job You Want--How to Get It.** 2nd ed. Cincinnati: South-Western Publishing Company, 1975.

Blackledge, Blackledge, and Keily. **You and Your Job.** Cincinnati: South-Western Publishing Company.

Kushner and Keily. **How to Find and Apply for a Job.** 3rd ed. Cincinnati: South-Western Publishing Company, 1975.

Meehan, Pasewark, and Oliverio. **Clerical Office Practice.** 5th ed. Cincinnati: South-Western Publishing Company.

Meehan, Pasewark, and Oliverio. **Clerical Office Procedures.** 6th ed. Cincinnati: South-Western Publishing Company, 1978.

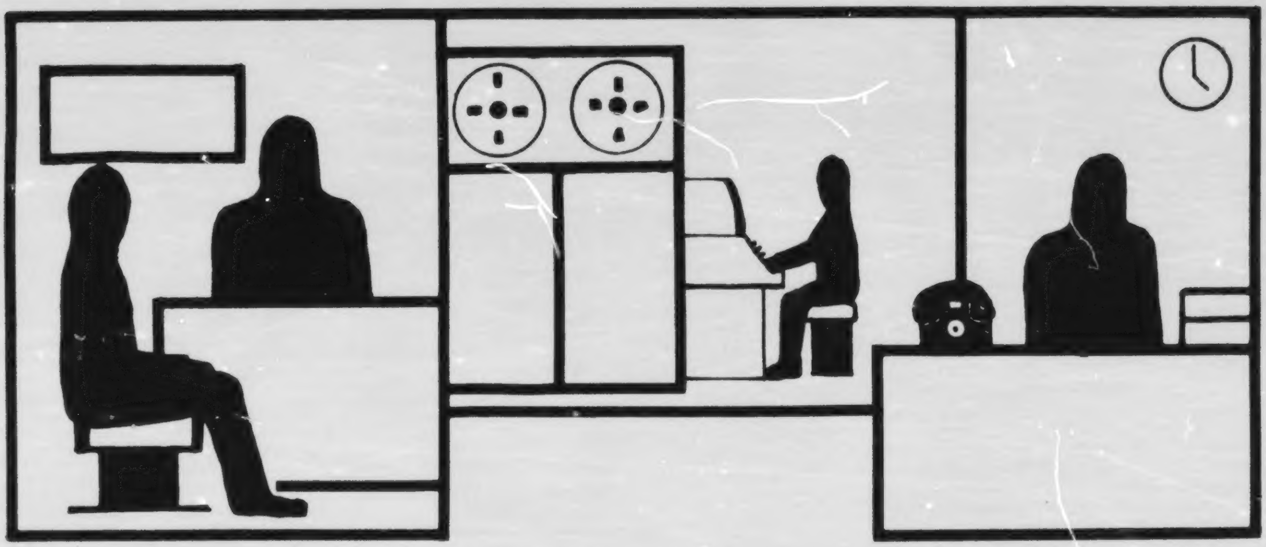
Meehan, Oliverio, and Pasewark, **Secretarial Office Procedures.** 8th ed. Cincinnati: South-Western Publishing Company, 1972.

Today's Secretary. McGraw-Hill Publishing Company. (Monthly Publication)

Films

The following films are available on loan from The Research and Curriculum Unit, Mississippi State University, Drawer DX, Mississippi State, MS 39762:

Job Interview: Women
Your Job: Applying For It
Your Job: Good Work Habits



OFFICE SIMULATIONS

OFFICE SIMULATION

(Suggested time: 6 weeks)

Rationale

Office simulation is a realistic office situation in which an employee will function under stress caused by one or a combination of the following: personality conflicts, interruptions, employee deficiencies, lack of pertinent information, and mistakes. It involves interaction with other employees, clients, customers, visitors, and other facets of the public. The employee will perform all routine office duties. In special cases, the employee will make decisions that can affect the company's relationship with other employees, customers, and the public. Some supervisory duties may be required in which the office is directly responsible for other employees' performance.

Competencies

1. Given samples and a job description, write a letter of application and prepare a résumé within one hour.
2. Given an application for employment, complete neatly and accurately and take a performance test for employment, consisting of a timed typewriting test and a general aptitude test. Time limit: 2 hours.
3. While being interviewed, exhibit correct interviewing behavior, according to an interview rating sheet.
4. Given a performance problem, perform the duties of a receptionist efficiently, as outlined on an instructor checklist.
5. Given various types of business forms appropriate for the simulation being used, prepare and process according to the procedures outlined in the Employee's Manual, with no errors.
6. Given a letter of inquiry, compose and typewrite a mailable response according to the criteria listed on an instructor checklist. Time limit: 30 minutes.
7. Given a specific transaction relating to the simulation materials being used, trace its flow through the office according to procedures outlined in the Employee's Manual, with no errors.
8. Given banking, accounts receivable, accounts payable, and payroll activities, follow through to completion until 100% accuracy is attained, according to instructions in the Employee's Manual for each activity.
9. Given management duties, demonstrate business competence in decision making and delegating authority, being able to state justification for decisions.
10. Given available office equipment, demonstrate skill in operation and care, according to criteria sheet for each machine.
11. Throughout the office simulation, demonstrate appropriate dress, good grooming, positive business attitudes, and cooperative work habits, as outlined on an instructor checklist.

Course Content

I. Job Orientation

II. Processing of Business Forms

III. Telephone Techniques

IV. Filing and Records Management

V. Business Correspondence

VI. Recordkeeping
    A. Banking activities
    B. Payroll records and procedures
    C. Cash receipts and disbursements

VII. Mail and Freight Services

VIII. Duplicating Processes

IX. Dictation and Transcription

X. Calculating Machines

XI. Human Relations and Personality Development

XII. Supervisory Duties and Responsibilities

Student Activities

1. Apply and interview for a job.
2. Initiate and receive telephone calls.
3. Typewrite letters and business forms.
4. Compose correspondence.
5. Address envelopes.
6. Check time cards.
7. Keep payroll records.
8. Receive calls.
9. Proofread forms and reports.
10. Make office decision.
11. Plan and conduct office seminars and parties.
12. Supervise other employees.
13. File and retrieve information.
14. Make reports and process business forms.
15. Take and transcribe dictation.
16. Transcribe from machine dictation.
17. Prepare items for mailing.
18. Distribute mail.
19. Keep desk and materials organized.

Optional Activities

1. Arrange furniture in an office-like setting. Involve students in this activity.
2. Make (or ask building trades program to make) printed name plates and holders for the name plates for each division of your simulation and for each employee's desk.
3. Make signs for your door bearing the name of your company in the simulation.
4. Equip each desk with pencil holders, staple machines, scotch tape dispensers, paper clips and containers, trash baskets, etc.
5. In- and out-file baskets for each department may be made from small flat boxes covered with contact paper.
6. Trash baskets may be made by using ice cream (round) containers covered with contact paper.
7. Umbrella holders may be made from the extra large ice cream container covered with contact paper.
8. Pencil holders may be made from frozen fruit juice cans, covered with contact paper.
9. Room dividers may be made by stacking painted plastic milk crates. They can also serve as storage for supplies, books, etc.
10. Collect posters from travel agencies to use as pictures in your office.
11. Before beginning office simulation, take the students on field trips to offices in the community.
12. Have an outsider interview students for positions in the simulation. (Arrange for someone from personnel in a local company to do the interviewing. This would make them aware of the potential for future employees through your program.)
13. Ask a local furniture company to lend sofa, table, lamps or other items for your waiting room area. Also include in this area magazine racks, magazines, etc.
14. Announce the opening date of your new company by sending out announcements to local businesses, school administrators, other business and office-related persons nearby and other interested persons. Have students prepare announcements.
15. Have an open house and send out invitations. Invite the parents -- let them see what the program is offering. Place an "Open House" notice in the local newspaper.
16. Have a guest register for visitors to sign.
17. Coffee duties -- rotate students with responsibility for making, buying and keeping area orderly.
18. Office parties -- use any occasion to give the students the opportunity to plan, arrange, and host the party. Let students decorate the office according to holiday seasons.
19. Create "crises" situations during your simulation to see how students will react.
20. Plan a monthly newsletter. Have each student contribute to this. Rotate students as editor and have the content of the newsletter related to activities in the vocational-technical area, but distribute the newsletter throughout your school to create interest in your division.
21. Have a code of dress and other regulations agreed upon for your office.

22. Make a special effort to see that boys and girls in the program work in a role that may be considered nontraditional for that particular sex in your simulation activities. Emphasize the fact that clerical work may be performed equally well by either sex.

23. Form a credit union for employees and explain the advantages of this organization.

24. Offer hospitalization and life insurance through the company on a group policy.

25. Offer profit sharing plan for employees. Prepare financial statements at periodic intervals or at the end of the simulation.

26. Have a suggestion box for employees. Present these suggestions at staff meetings. Offer a prize for best suggestion of the week.

27. Give real time cards to each student to keep at his or her desk to record "time in" and "time out."

28. Keep sample work in a folder for each individual department to be used as a reference by the employees.

29. Address employee using proper titles. (Miss, Mrs., Mr.)

30. Place a clock radio at the front of the room to keep students aware of the time. (This could also provide the simulation area with music.)

31. Use rubber stamps for such items as class of mail, date, important signatures, etc.

32. Obtain wall calendars with attractive pictures from a bank or other agency.

33. Type a list of priorities for each job and keep the work-in-process file.

34. Keep a date book on each student's desk to record planned activities.

35. Bring in a business man or woman to evaluate some of the student procedures and office work.

36. Ask the secretary or receptionist to keep a mail register of all outgoing and incoming correspondence.

37. If funds are available, let student workers actually mail letters and packages to the suppliers and customers. Much can be learned about the postal service or other mail carrying agency through experiences such as these.

38. Make available postal scales, stamps, and wrapping materials. Students will learn about classes of mail as well as how to properly prepare packages for mailing.

39. Have the general manager call a staff meeting to review and discuss the office handbook. This will give employees an opportunity to ask any questions they may have concerning the handbook. Ask the secretary to take minutes at the staff meeting.

40. Have the receptionist, secretary, or other employee gather information and compile a booklet on correct telephone procedures.

41. Have a committee appointed to be responsible for the typing and duplication of this booklet or any other handbook or booklet developed in the class.

42. Have a staff meeting to discuss the correct procedure for reserving a meeting room. Also discuss the correct way to prepare the room for a conference, i.e., table arrangement, chair arrangement, what materials should be placed on tables, etc.

43. Prepare a memo to be sent to all employees asking for suggestions concerning the layout of the office. Have a committee study these suggestions and present them to the general manager for consideration.

44. Have the receptionist or secretary keep an inventory of the forms that are used in the office and be responsible for keeping a supply of these forms on hand.

45. Have a student prepare a card file of customers' names and addresses. Appoint a student to be in charge of keeping the file up-to-date, adding new customers and changing addresses when necessary.

46. Prepare a tactful form letter to be sent to customers who have reached their credit limit.

47. Prepare a memo announcing in-service training in the use of any new equipment that has been purchased for use in the office. Be sure to emphasize the importance of attending this training session.

48. Have the accounting department prepare a schedule of accounts payable each week.

49. Have the warehouse take inventory of which products are selling best and which products are slow in selling. Have a sales promotion for the slow selling products.

50. Form letters -- Ask the secretary or the receptionist to compose and type form letters that will be needed. Arrange the letters in the filing system so that they are easily accessible when needed.

51. Hold a staff meeting to inform the employees of new laws or regulations concerning income tax increases or decreases, changes in social security, and unemployment compensation.

52. Hold a staff meeting and discuss the steps that you would follow to receive unemployment or disability benefits.

53. The Sales Department could keep a record of all the shipping orders -- recording the shipping order number, to whom it was sold, date of shipment, purchase order number, and credit limit balance.

54. Initiate calls on behalf of clients and customers about damaged merchandise or poor service.

55. Use tape cassettes or other recording media for recording special letters to be transcribed by students to inform customers or suppliers about specific merchandise.

56. Send out letters to customers to announce price changes in the catalog.

57. Have the receptionist or secretary make motel reservations for a company representative who is arriving in town.

58. Have the receptionist or secretary make airline reservations for an executive traveling from your town to his or her next scheduled appointment in another city. Use airline schedules, motel redbook, time zone tables, etc.

59. Devise a simulation to keep the records of any organization or club such as a basketball team, softball team, football team, Spanish Club, etc.

60. Have the receptionist keep a "sunshine fund" to send get-well cards, sympathy cards or flowers to members of the staff when they are ill or have a death in their family. Be sure that guidelines are established stating when and to whom these will be sent so that the fund will not operate "in the red."

61. Have a student or group of students who may be talented in art to prepare a brochure or flyer that will be sent to prospective customers advertising the company.

62. Have students study the evaluation sheet and make suggestions concerning the evaluation sheet. They may feel that certain activities should receive more emphasis in one department but less in another. This will give the students a feeling of being an active participant in the planning and operation of the program.

63. If time permits, have students plan their personal budgets according to their pay. The wages they earn will mean much more if they can see how difficult if is to budget their money.

64. Provide students with cleaning items such as dust cloths, polish, cleansers, and other necessary "housekeeping" items to be used during slack work periods.

65. If students are involved in physical education programs, suggest that they organize a softball, basketball, or volleyball team to compete against other teams on an intramural basis.

66. Provide a company bulletin board to post special notices such as holiday schedules, job openings, etc.

67. Create job openings within the various department and let students apply and interview for the job of their choice. Applications should be made in appropriate form including complete résumés.

68. Use role playing or skits to show students the proper manner for dealing with customers over the telephone or in person.

69. Ask an employee to conduct a community survey to determine potential customers and mail advertising brochures to them.

70. Conduct an "Employee of the Week" contest based on students' work quality and quantity. This could be a valuable method of evaluation. A reward such as additional pay, time off, or a small gift would provide incentive.

71. Keep a list of equipment not working properly and turn it in to the general manager each day. Have someone responsible for contacting appropriate maintenance and repair personnel.

72. One of the general manager's duties is to take care of visitors. The visitors could be taken on a tour of the office showing each station and giving a brief description of each.

73. Place inventory numbers on all equipment that is used in the office and keep an inventory list.

74. Invite the school board and the principal to visit the office. Ask the secretary or the receptionist to be responsible for composing, typing, and mailing the invitation.

75. Invite guest speakers from different companies to talk on office procedures. Write follow-up letters to the speakers to thank them for coming.

76. Have students prepare special reports to present to fellow employees. Report topics might include the following: unions, federal and state income tax regulations, insurance, fringe benefits, and personal grooming.

77. Conduct office seminars on the proper way to compose and type a business letter.

78. Invite other vocational business education teachers to see the office simulation at work.

79. Have unexpected visitors show up as members of the board of directors or president of the company, etc.

80. Have receptionist, secretary, or other employee who is not busy to prepare a memo to announce meetings, prepare agendas for meetings, announce special guests who will be arriving, etc.

81. As staff assingments change, prepare memos to announce new employees.

82. Have the person in charge of petty cash to keep petty cash records (receipts, end-of-month petty cash reports, etc.)

83. At a staff meeting, discuss methods of filing. A good topic would be "How to Find Lost Records." Office workers should know how to conduct an organized search for lost papers.

84. At a staff meeting, discuss how employees should use their slack periods, particularly when the boss is out of the office. A good title for this meeting would be, "What to Do When There is Nothing to Do."

85. Explain "The United Way" or the Community Fund to the class, conduct the drive, and make arrangements for employees to contribute through their weekly paycheck, if they so desire.

Evaluation

1. Evaluation conferences with student.
2. Evaluation Form for work habits and personal traits. (See Appendix P.)
3. Payroll system of bonuses and deductions.
4. Objective test on company policies and procedures.
5. Results of performance on all competencies listed for the unit.

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Office Simulation Commercial Packages

CHANGING TIMES EDUCATION SERVICE
Department C
1729 H Street N.W.
Washington, D.C. 20006

Simulation Games in Consumer Education

These 6 educational games promote the development of decision-making skills while at the same time subtly impart significant information about the workings of the marketplace. The games consist of: **The Budgeting Game, Swindle, Invest, Househunt, Consumer Redress and** Share and Risk.

DEPARTMENT OF EDUCATION, ST. PAUL, MINNESOTA
Capitol Square Building
St. Paul, MN 55101

Post Secondary Model Office Simulation, Office Supply & Equipment Company

OSEC is a wholesaler for a line of office furniture, adding machines, typewriters, and general office supplies. All customers are actual businesses or schools. The orders are received via telephone, in the form of letters, and from sales representatives. This model office has a structure which consists of an office manager and ten departments. The interaction of these departments involves a steady paper flow with its related problems. This model office is designed to be flexible as far as length is concerned--from a 12-week course to whatever the school needs. The prerequisites of this class are equipment knowledge and general office skills.

DIDACTIC SYSTEMS, INC.
Box 4
Cranford, NJ 07016

How to use a Business Telephone

Provides the learner with the ability to effectively use the business telephone. Emphasis is placed on screening incoming calls in a manner that will achieve his or her objectives without irritating callers.

McGRAW-HILL BOOK COMPANY
1221 Avenue of the Americas
New York, NY 10020

The Gregg Office Job Training Program (OJT)

Offers an exciting new approach to high school clerical student. Providing individual, self-paced office job training sequences for the 15 most common entry-level jobs available across the country; namely, accounts receivable, accounts payable, credit, billing, stock control, purchasing, traffic, personnel, order, payroll, mail, filing, office cashier, clerk-typist, and typist. Students select individual training programs that interest them and then complete as many as possible in the time available.

Houston House: A Job-Training/Model-Office Recordkeeping Program

A comprehensive recordkeeping program built around a particular company that is used in a full-scale simulation to reinforce the procedures that have been taught and to acquaint students with the real world of job interaction.

This self-contained program is a complete teaching tool designed to replace the traditional recordkeeping text and workbooks and to appeal to the lower-ability and unmotivated student. It is designed to last a full year and to prepare 11 to 35 students for the various recordkeeping positions covered.

The eight Houston House jobs are: accounts payable, accounts receivable, cash payments, cash receipts, payroll, sales order, inventory, and purchase order. The three Business and Banking Services jobs are customer's representative, suppliers' representative, and banking representative.

A La Carte Enterprises

Designed to refine and integrate secretarial and clerical skills and general office procedures. Accommodating from 6 to 15 students, it offers them opportunities to interact with one another in a realistic business setting. Students learn to develop the decision making, organizational, and human relations skills essential to a successful career. The office manual describes the basic office operations, outlines general office policies and procedures, and specifies the duties of each employee. A supply container includes an input book of orders and correspondence, three outside world manuals, and all the business forms and supplies needed to operate the package. The set of six cassettes contains the nonwritten input for the simulation. A knowledge of shorthand for handling the secretarial office positions is recommended but not essential. The teacher's manual serves as a comprehensive instructional handbook and guide to all aspects of the package.

Lester Hill Office Simulation

Accommodates 6 to 30 students. As students assume a variety of office jobs in a fictitious company, they develop and apply a wide range of clerical skills, acquire a broad range of occupational experiences by rotating through different office positions and departments, and undergo realistic patterns of interactions with one another. Familiarizes students with the standards and behavior expected of them in business and serves as an ideal transition from classroom to office.

MICHIGAN STATE UNIVERSITY
College of Education
Dept. of Secondary Ed. and Curriculum
Erickson Hall
East Lansing, MI 48824

Vocational Office Block Project Publications

Consists of 4 volumes; however, Volume 3, **Integrated Exercises for Individualized Office Instruction System - Block-time Simulation,** covers 23 integrated exercises integrating one area with another area or areas of subject matter fields through task and job simulation. Exercises for billing clerk, bookeeper, clerk-typist, executive secretary, secretary, and legal secretary.

NATIONAL ASSOCIATION OF INSURANCE AGENTS
c/o College of Insurance
123 William St.
New York, NY 10038

Project IN/VEST

Insurance Vocational Education Student Training is a simulation for automobile insurance that runs two hours a day for the school year beginning the second semester. The first few weeks are for perfecting office skills. Students work at all phases of the auto insurance business, selling, rating, collecting and remitting premiums to the company. The jobs are rotated periodically so each student is exposed to all phases. There is even a job for a telephone switchboard operator (contact the Public Relations department of your local telephone company about a free installation). Also an agent is instructed in the techniques of prospecting and salesmanship, as well as the machanics of completing applications, computing rates on the business machines, and reconciling the bank account. The textbook contains instructions on prorate and shortrate procedures, endorsing policies to effect changes, issuing renewals, cancellations, invoices and credit memos. Students must determine the priority on papers to process, learn how to use manuals and charts, and set up a filing system.

SOUTH-WESTERN PUBLISHING COMPANY
5101 Madison Road
Cincinnati, OH 45227

Serendipity

This is a flow-of-work, multi-station office simulation. Serendipity, Inc., is the simulated office of a cosmetics company which produces and sells cosmetics for young adults. Students will work as employees for and also serve as customers of Serendipity. In this way they will see both sides of a business. Students go through a pre-employment procedure, are regulated on the job by company policies, and evaluated on a rating sheet. There are six to ten positions in the simulation. The positions are receptionist, sales manager, sales clerk, office manager, accountant, accounting clerk, shipping clerk, secretary, and simulator. Each employee will rotate through the office spending approximately 30-50 hours in the simulation. Students, when not employed by Serendipity, act as customers, sending in orders under the direction of the teacher. The office simulation suppplies will accommodate from 6 to 27 students. Each student should have an employee's manual.

UNIVERSITY OF SOUTHERN MISSISSIPPI
Research & Curriculum Unit
Drawer DX
Mississippi State, MS 39762

Office Simulation - Integrated Projects for Clerical Office Practice
(free to IBT teachers in Mississippi)

Seven student booklets provide learning activities simulating clerical banking occupations. Titles include: office manager, payroll clerk, savings teller, discount clerk, loan teller and clerk-typist. Teacher's manual contains aids to assist in using the practice set. Masters of all forms needed for the practice set are also available.

OFFICE TYPEWRITING

OFFICE TYPEWRITING

(Suggested Time: 6 weeks)

Rationale

A typist operates the one machine found in practically every business office - the typewriter. The main job assignment is to produce typewritten copies of printed and handwritten materials. Office typewriting requires work of a particularly high degree of accuracy and independent judgment. The typist works from rough drafts or may be required to plan and typewrite complicated statistical tables, combine and rearrange materials from several different sources, or prepare master copies from material to be reproduced by duplicating processes. A specially trained typist may operate teletypewriters, typewriters with proportional spacing, and other special kinds of typewriting machines.

Competencies

1. Given rough copy and instructions as to letter style and form of punctuation, typewrite mailable letters at the rate of one medium-length letter in 15 minutes.
2. Given a full sheet of arranged rough copy, typewrite, with all errors corrected, tabulated reports containing up to four columns of numbers at the rate of one problem in 30 minutes.
3. Given typewritten straight-copy material, typewrite for 5 minutes or longer at a minimum rate of 40 gwam with no more than one error per minute.
4. Given revised manuscript copy, produce a three-page manuscript with one footnote per page, a title page, table of contents, and bibliography within two hours, with all errors corrected.
5. Given a list of typewriter parts, identify each part by location and function with 95% accuracy.
6. Demonstrate pride in workmanship by carefully proofreading work and correcting all errors.
7. Given fill-in information and 10 business forms, typewrite the forms accurately at the rate of 10-12 per hour.
8. Given instructions and supplies, typewrite business letters from unarranged copy with carbon copies and envelopes for 30 minutes at a minimum rate of 15 n-pwam.
9. Given a one-page statistical problem in unarranged form, demonstrate skill in keyboarding numerical data in attractive format, with all errors corrected, within a time limit of 30 minutes.

Course Content

I. Prerequisites (These are skills and knowledges that the student should have acquired in Typing I, but the IBT instructor will need to review, and reteach, if necessary, at the beginning of the year in order to bring the student up to an acceptable level of performance.)
    A. Typewriter mechanics
    B. Skills
    C. Business letters
        1. Letter styles
        2. Forms of punctuation
        3. Letter placement

      4. Special notations
      5. Envelopes
      6. Multiple copies
      7. Two or more pages
      8. Different stationery sizes
      9. Personal letters
   D. Manuscripts and reports
      1. Margin settings and placement
         a. Top bound
         b. Left bound
         c. Unbound
      2. Title page
      3. Bibliography
      4. Table of contents
      5. Footnotes
   E. Tabulation

II. Competencies to be Added
   A. Skill building
      1. Speed
      2. Accuracy
      3. Techniques
      4. Proofreading
   B. Interoffice communications
      1. Formats
      2. Interoffice envelopes
   C. Tabulation reinforcement & numerical typing
      1. Financial reports
      2. Oversize tables
   D. Purchasing and selling forms
      1. Purchase requisition
      2. Purchase order
      3. Bill of lading
      4. Shipping order
      5. Invoice
      6. Credit memo
      7. Statement
      8. Voucher check
   E. Multiple copies
      1. Carbon copies
      2. Spirit master
      3. Stencils
      4. Offset masters
   F. Miscellaneous formats
      1. Post card
      2. Telegram
      3. Personal letters
      4. Index/file cards
      5. Minutes for meeting
      6. Agenda
      7. Itinerary
      8. Form fill-ins

- G. Specialized formats
  - 1. Legal
    - a. Wills
    - b. Power of attorney
    - c. Summons
    - d. Contracts
    - e. Removal of disability of minority
    - f. Affidavit
  - 2. Medical
    - a. History
    - b. Discharge summary
    - c. Insurance claim
    - d. Laboratory report
    - e. Admissions form
  - 3. Government
    - a. Reports
    - b. Letters
  - 4. Technical
    - a. Report
    - b. Two-page letter
    - c. Specification sheet
  - 5. Educational
    - a. Invitation to bid
    - b. Summary of bids
    - c. Job description
    - d. Travel schedule
    - e. Agenda for meeting
    - f. Text for speech
  - 6. Miscellaneous
- H. Executive typewriter
  - 1. Proportional spacing concept
  - 2. Correction of errors
  - 3. Vertical and horizontal centering
  - 4. Tabulation
  - 5. Justification
  - 6. Changing the ribbon
- I. Job application
  - 1. Letter of application
  - 2. Résumé or data sheet
  - 3. Job application
  - 4. Follow-up "Thank-you"
  - 5. Testing Program

Student Activities

1. Develop and maintain attractive bulletin board displays.
2. Keep a record of timed writing achievements and compete with previous scores.
3. Proofread all typewritten work and make neat corrections.
4. Make mailable carbon copies.
5. Compose stories at the typewriter incorporating good English usage.
6. Drill on machine parts, their usage and adjustments.

7. Analyze and carry through to completion all instructions for solving problems before beginning to type.
8. Obtain and answer advertisements for an office typewriting position.
9. Participate in the care of equipment and the efficient use of supplies.
10. Practice changing ribbons and cleaning typewriters, under teacher supervision, and develop the habit of being a good office "housekeeper."
11. Type warm-up and skill-building drills designed to correct specific typewriting deficiencies.
12. Practice numerical drills under timed conditions.
13. Practice on proofreading exercises until high skill is developed.
14. Drill on letters, reports and business forms under timed condition.
15. Practice exercises in statistical copy under timed conditions.
16. Compose and type simple business letters.
17. Devote special practice sessions to typing from rough copy.
18. Chain feed envelopes and address them.
19. Fill in printed forms.

Evaluation

1. Results of performance activities as described in the competency statements.
2. Results of an objective test covering office typewriting procedures.
3. Results of selected supplementary learning activities under "Student Activities."
4. Successful completion of typewriting practice set.
5. Improvement in personal traits and work habits (See Appendix P for sample Grading Sheet for Personality Traits and Work Habits.)

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Wanus, S.J. **Statistical Typing.** 2nd ed. Cincinnati: South-Western Publishing Company, 1956.

Learning Activities and Practice Sets

Applied Office Typewriting (4th ed.) practice Set developed by Vern A. Frisch and Joan Sivinski Handal, Gregg Publishing Division, McGraw-Hill Book Co., 330 West 42nd Street, New York, NY.

Clerical Office Typing - Learning Activity Package No. 1, Centering and Tables, (Bartholome and Warner), South-Western Publishing Company, Cincinnati, OH.

Clerical Office Typing - Learning Activity Package No. 2, Business Forms, (Warner and Bartholome), South-Western Publishing Company, Cincinnati, OH.

Clerical Office Typing - Learning Activity Package No. 3, Memos, Letters, Reports, (Bartholome and Warner), South-Western Publishing Company, Cincinnati, OH.

REPROGRAPHICS

REPROGRAPHICS

(Suggested time: 3 weeks)

Rationale

A duplicating machine operator will be familiar with the various duplicating processes and will know when each should be used by considering cost and time factors. A knowledge of materials and supplies required for each process, correction techniques, and actual machine operation is necessary. Making minor machine adjustments and cleaning the machine are parts of the job. A supplementary knowledge of special effects created by drawing, lettering or coloring is beneficial to the operator.

Competencies

1. Given 10 problems, decide which duplicating process should be used and justify the decision in short essay form within 30 minutes.
2. Given samples of various duplicating paper, identify the process associated with each, within 5 minutes.
3. Given a rough draft of a short handwritten letter, typewrite an original and 2 carbon copies, within 15 minutes with all errors corrected.
4. Given the finished copy of a newspaper, manual, bulletin, etc., run usable copies of the project by operating the duplicating machine within deadlines set by instructor.
5. Given the rough draft copy of a newspaper, bulletin, manual, etc., proofread accurately and use proofreader's marks to indicate errors, within time limit set by instructor.
6. Given the facts and information to be included, design a business form, office manual, bulletin, newspaper, newsletter, brochure, or program, according to teacher instructions.
7. Given a fluid master, a stencil, or an offset master, arrange and type copy, with all errors corrected.
8. Given the responsiblilty of setting up, running and cleaning the duplicating equipment, demonstrate proper techniques to a group of peers using criteria on teacher check sheet.
9. Given an original copy of a letter or form, reproduce the desired number of copies on the electrostatic or thermal copiers, meeting deadline set by instructor.
10. Given printed copies of material composed of multiple pages, collate materials according to teacher instructions and deadlines.
11. Given necessary supplies, prepare artwork on fluid masters, stencil, or offset master, within time limits set by instructor.
12. Leave work area and machines clean, according to check sheet furnished by instructor.

Course Content

I. Introduction to Reprographics
   A. History
   B. Terminology
   C. Orientation

II. Instruction in the Five Basic Processes
   A. Carbon paper
   B. Photocopy
   C. Fluid
   D. Stencil
   E. Off-set

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III. Carbon Paper Process
   A. Desk assembly of carbon pack
   B. Machine assembly of carbon pack
   C. NCR (No carbon required)
   D. Removal of carbon from pack
   E. Erasing
   F. Carbon copy notations
   G. Colored carbon paper
   H. Storage of carbon paper
   I. Selection of carbon
   J. Discarding carbon paper

IV. Photocopy Process
   A. Wet processes
      1. Diazo
      2. Diffusion transfer
      3. Dye transfer
   B. Dry processes
      1. Thermal
      2. Electrostatic
   C. Ethics in copying

V. Fluid Process
   A. Mastersets
      1. Sizes
      2. Colors
      3. Short and long runs
   B. Preparing the master
      1. Typing
      2. Artwork
      3. Correcting
   C. Running the master
   D. Filing the master

VI. Stencil Process
   A. Stencils
      1. Stencil assembly
      2. Stencil types
   B. Preparing the stencil
      1. Planning
      2. Placement
      3. Artwork
      4. Correcting
   C. Running the stencil
   D. Color work methods
   E. Filing the stencils

VII. Off-set
   A. Basic principle of off-set press
   B. Off-set masters or plates
      1. Paper
      2. Metal
   C. Preparing off-set masters or plates
      1. Handling
      2. Artwork
      3. Correcting errors
   D. Running the off-set

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VIII. Integration of Processes
    A. Fluid and photocopy
        1. Thermal masters
        2. Transparencies
    B. Stencil and photocopy
        1. Electronic scanner
        2. Thermal stencils
    C. Offset and photocopy
        1. Conversion unit
        2. Plate maker

IX. Selection of Equipment and Supplies
    A. Equipment
        1. Needs
        2. Cost
        3. Quality
        4. Maintenance
    B. Supplies
        1. Source
        2. Quantity
        3. Quality

Student Activities

1. Prepare typewriter for typing masters (fluid, mimeograph or offset.)
2. Prepare and run letters, postcards, newsletter, church bulletins, brochures, French folds, and two-page folds for fluid, mimeograph and offset processes.
3. Prepare artwork on fluid, memeograph and offset processes, using different style, lettering guides, and shading plates.
4. Clean offset machine.
5. Change ink pad on mimeograph machine and re-ink.
6. Prepare and make thermal master for spirit and mimeograph processes.
7. Prepare and make transparency on thermal machine.

Evaluation

1. Performance tests relating to unit competency statements.
2. Theory test.
3. Jobs completed on each machine.
4. Work habits outlined on check sheet.

References and Resources

Pasewark, William R. **Duplicating Machine Processes.** 2nd Ed. Cincinnati, Ohio: South-Western Publishing Co., 1975.

Bauer, Dennis E., and Strahl, John W. **Office Reproduction Processes.** San Francisco: Canfield Press, 1975.

Perry, John F. et. al. **Duplicating Processes.** Mississippi State: Research and Curriculum Unit, 1975.

Wiper, Robert E. and others. **Reprographics in Business Education.** Chicago, Illinois: A.B.

Films

The following films are available on loan from the Research and Curriculum Unit, Mississippi State University, Drawer DX, Mississippi State, MS 39762

Duplicating by the Spirit Method
Mimeographing Techniques

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WORD PROCESSING

WORD PROCESSING

Part 1: Machine Transcription

(Suggested time: 2 weeks)

Rationale

Most businesses today are using dictation and transcription machines due to the time and money saved through their use. The secretary who has good dictation and transcription skills possesses a knowledge of spelling, capitalization and grammar rules, as well as document formatting. With more and more companies following the trend toward word processing methods and procedures, new career paths are open to those aspiring to higher levels of office work in the field of business communications.

1. Given a list of 100 commonly misspelled words, demonstrate the ability to spell them with 95 percent accuracy within 30 minutes.
2. While being evaluated by the instructor, demonstrate the functions of the transcription machine parts with no errors.
3. Given a test with sentences containing homonyms and words frequently confused, choose the word that will make the sentences correct with 98% accuracy.
4. Given transcribed letters or other documents, demonstrate the ability to apply proofreading skills by spotting and correcting errors with 100% accuracy within 10 minutes time.
5. Given reading material of four letters (or reports or memorandums), distinctly and accurately dictate and record material on magnetic media, according to the guides for dictation provided by the instructor.
6. Given a test of sentences containing many spelling, punctuation, and capitalization errors, demonstrate ability to type the sentences in correct form, correcting all mistakes.
7. Given recording media containing four short-to-average letters, reports or memorandums, demonstrate ability to transcribe mailable letters or documents maintaining standards stated on Checklist for Mailable Letters (See Appendix F) within one hour.
8. Given 3 documents and one one-page report with mixed formatting, demonstrate the ability to re-type the documents using correct styles. Include reference notation, enclosure notations, carbon copies, and envelopes in correct style. Time limit: one hour.
9. While being observed by the teacher using a criterion sheet and with no forewarning, exhibit efficient work habits and attitudes by keeping a neat, organized desk and by working consistently.

Course Content

I. Advantages of Transcribing Machines

II. Relationship of Transcribing Machines to Word Processing

III. Types of Equipment
   A. Portable units
   B. Standard units
   C. Remote control systems

IV. Transcription Techniques
    A. Proofreading and corrections
    B. Preparing reports
    C. Preparing letters

V. Dictation Techniques

VI. Machine Operation

Student Activities

1. Take pretest to determine present knowledge about machine transcription.
2. Prepare bulletin boards to arouse student interest.
3. Prepare reports on careers related to machine transcription.
4. Take field trips to local offices where machine transcription is used.
5. Invite a secretary who uses machine transcription to speak to the class.
6. Display exceptional work of students on the bulletin board.
7. Prepare a section in notebook for notes, sample items of work completed and other information about machine transcription.
8. Learn the 100 most frequently misspelled business words.
9. Invite a sales representative from a local business equipment company to demonstrate the latest transcription machines.
10. Use different kinds of letterhead stationery for transcription practice.
11. Use different kinds of carbon paper for practice.
12. Dictate documents on magnetic tape and listen for self-evaluation.
13. Transcribe into mailable documents the dictation of other students.
14. Complete projects for the educational staff and faculty.
15. Complete exercises at the end of the chapters in the text.
16. Complete in-basket or integrated projects involving machine transcription.
17. Take oral dictation from the teacher and type as dictated.
18. Complete practice exercises on grammar, punctuation, capitalization, and document formatting.
19. Research career paths open to persons with good transcription skills.
20. Write letters to machine dealers asking for information on their latest units. One student dictates the letter, another transcribes. Select the best letter from the class for mailing.
21. Use role-playing and case problems to emphasize efficient work habits and personal qualities needed by the machine transcriber.
22. Give students experience in working under timed conditions and meeting deadlines.
23. Use activities which require students to set priorities.
24. Use tapes or belts with a variety of recorded voices.

Evaluation

1. Timed transcription and dictation problems as outlined in competency statements.
2. Unit test on all material and information covered in the unit.
3. Demonstration of efficient work habits and positive attitudes.
4. Evaluate from transcription section of student notebook.

References and Resources

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New York State Department of Education. **A Uniform Educational Program for Machine Transcription.** Albany, NY: Bureau of Business Education (99 Washington Avenue), 1974.

Reerstjerna, Swannee R. **Transcribing Training Techniques.** Columbia, SC: Office of Vocational Education, Office Occupations Section, 1971. (complimentary)

Other

Lanier Business Products. Transcription Cassette Tapes. 1975.

SAMPLE

JOB INSTRUCTION SHEET FOR MACHINE TRANSCRIPTION

Student's Name ______________________________ Period ____________

Date Started ______________________________ Date Finished____________

The student will work on the Machine Transcription unit for approximately 10 days, and complete the assignments listed below. After completion of actual transcription practice, the student is to evaluate the letters by use of the mailable letters checksheet. The student is to obtain all materials from the instructor and to ask for tests when she or he has learned the material. The student will submit the original letter to the instructor and place the carbon copy in her or his notebook.

Objectives:

1. To increase vocabulary by learning the 100 most frequently misspelled business words.
2. Develop skills necessary to successfully operate the machine transcription unit.
3. Learn how to position and type mailable letters with carbon copies and envelopes.
4. Develop good work habits while using the transcription unit.
5. Develop ability to actually work for instructor in transcribing his or her letters.

Procedures: NOTE: Check off each item upon completion

1. Follow directions carefully. Make sure you fully understand the contents of one section before moving to the next. Always proofread and make the necessary corrections.
2. Read about machine transcription on pages 93-102 in text.
3. Obtain a "Frequently Misspelled Words" list found in the back of the teaching unit and learn to spell all of them. After you have learned them, ask for test 1 from the instructor.
4. Use the Operating Instruction booklet inside the tape package to acquaint yourself with the machine parts.
5. Inform instructor when you are ready to demonstrate your knowledge of machine parts.
6. Review "Transcription Tips" on the back of the operation instruction booklet.
7. Become familiar with letter placement table, two letter state abbreviations table, instruction sheet for typing carbon copies, and instruction chart for typing envelopes. These are found in your teaching unit.
8. Obtain tape no. 1 from instructor.
9. Review the instructions pertaining to the tape you are preparing to transcribe.
10. Learn to spell and hyphenate the vocabulary words listed.
11. Type each 3 times.
12. Type all the letters on side 1 of your tape, or at least 8 letters. Proofread and make corrections.
13. Type 5 letters from side 2 of tape 1, including carbon copies and envelopes.
14. After mastery of this, inform instructor, who will give you the test tape 2. From tape 2 you will type 3 mailable letters with carbon copies within 45 minutes.

15. Ask instructor for dictation. You are to act as the instructor's assistant for 5 days. Your job will be to transcribe letters into mailable form, let the instructor check and sign them, then you take them sealed and place into the outgoing-mail basket on her or his desk.
16. When you have completed all the above projects, review the textbook and teaching unit on machine transcription.
17. Submit your notebook containing all projects to the instructor.
18. Ask instructor for unit test on machine transcription.
19. Remember, all letters will be required to comply with the mailability checksheet.
20. EXTRA CREDIT: You may do extra jobs that pertain to machine transcription. Extra credit will be given.

WORD PROCESSING

Part 2: Automated typewriters

(Suggested time: 2 weeks)

Rationale

Word processing machines are gaining popularity throughout the business world because they enable offices to increase efficiency and reduce costs of business communications. Word processing uses standardized procedures, specialized employee responsibilities, and modern equipment to produce quality communications at rapid speeds and low costs. Word processing entails the use of automated typewriters that can produce error-free and correction-free documents. (The preceding section of this unit· **Part I: Machine Transcription,** should be completed by the student prior to introducing this section on automated typewriters.)

Competencies

1. Given a memo, record material, correct errors, and play back the material error-free, within 20 minutes.
2. Given six lines of typed material, record the material horizontally, centering each line and play back error-free.
3. Given a paragraph with indented lines and underscored words, record the material; correct errors with track selectors, if needed; record underscoring of words; and play back in adjust mode error-free.
4. Given a paragraph, record material and play back. Then, revise copy by playing back and using the skip key. Revise the recording media by using delete codes and play back in adjust mode error-free.
5. Given a letter and three addresses, record the letter with appropriate stop codes and play back, manually typing in individual names and addresses error-free.
6. Given a written test of word processing terminology and automatic typewriter capabilities, answer with 95% accuracy.
7. While being observed by the instructor using a criterion sheet and with no forewarning, exhibit efficient work habits and good work attitude by keeping accurate logs of work, by keeping a neat, organized desk, and by working consistently and pleasantly.

Course Content*

I. Typewriter Features
   A. Typewriter and console
   B. Basic typewriter parts

II. Recording Material and Play Back
   A. Magnetic card
   B. Inserting, ejecting, and track selection on card
   C. Recording material and making corrections
   D. Play back material using auto, line, word, character
   E. Recording material with underscored words
   F. Recording horizontally centered lines
   G. Using track selector

III. Play Back of Material in Adjust Mode
  A. Record material, change margin settings, and play back in adjust
  B. Word hyphenation
  C. Required hyphens, dashes, spaces, and carrier returns

IV. Revising the Card
  A. Stop codes
  B. Card repeat code

V. Repetitive Material
  A. Stop codes
  B. Card repeat code

VI. Revising the Copy
  A. Skip button
  B. Play back in adjust

VII. Unit Test

*NOTE: Content will vary depending on the equipment available in the classroom. Content shown above refers to the Mag Card Typewriter. (See sample worksheet for IBM Mag Card at end of unit.)

Student Activities

1. Pretest to determine present knowledge of automatic typewriter.
2. Class discussion of basic capabilities and role of automated typewriters in the word processing concept.
3. Distribute teacher-prepared handout on available machines in class.
4. Demonstration of the word processing typewriters in the class.
5. Film on word processing.
6. Preparation of notebook containing clases notes, handouts, and documents produced on the automatic typewriters in class.
7. Short report on word processing.
8. Field trip to word processing center or offices using text-editing typewriters.
9. Field trip to office machines shows.
10. Speaker from local business or industry on implementation of word processing concept in existing organization.
11. Post-test.
12. Prepare bulletin board on word processing.

Evaluation

1. Pretest.
2. Unit test.
3. Student involvement and discussion in class.
4. Evaluation of student notebook.
5. Evaluation of each competency statement for the unit.

SAMPLE

WORKSHEET FOR IBM MAG CARD

Student's Name ______________________________ Period __________

Date Started ______________________________ Date Finished ______________

You will be studying and working on the IBM Mag Card Typewriter for approximately 10 days. It is important to read carefully and follow directions in the IBM Mag Card Manual. As you complete each of the requirements below, place a check by that item. All work will be turned in with notebook.

Student Objectives:

1. Know the basic parts and functions of the IBM Mag Card.
2. Record material and play back using track selection, underscoring, centering, and adjust.
3. Be able to revise a card.
4. Be able to revise copy.
5. Record repetitive material.

Procedures:

1. Read pages 1-9 in IBM Mag Card Manual.
2. Read pages 15-53; follow directions for recording and play back of:
   Exercises: 1
   2
   3
   4
   5
   8 Keep this card. Turn in rough copy and final copy in notebook.
3. Read pages 61-78; follow directions for recording and play back of:
   Exercises: 11
   12
   13 Keep this card.

   Omit exercise review on page 71.
   14 Keep this card. Turn in rough copy and final copy in notebook.

4. Read pages 79-86; follow directions for recording and play back of:
   Exercises: 15
   17A Turn in rough copy and final copy in notebook.
5. Read pages 107-112; follow directions for recording and play back of:
   Exercise: 20 Turn in rough draft and 3 final copies in notebook.
6. Read pages 113-114; follow directions for recording and play back of:
   Exercise: 21 Turn in copy in notebook
7. Read pages 123-126; follow directions for recording and play back of:
   Exercise: 24 Turn in rough draft and final copy in notebook.

References and Resources

Cecil, Paula B. **Word Processing in the Modern Office.** Menlo Park: Cummings Publishing Co., Inc., 1976.

Day, Gerald F., Compiler. **Resource Guide for Performance-Based Word Processing Instruction.** College Park, MD: Department of Industrial Education, University of Maryland, 1977.

Division of Program Services, Virginia Vocational Education Division. **Word Processing--A Handbook for Business Teachers.** Richmond, VA: Department of Education, 1978.

International Business Machines Corp. "Word Processing Curriculum."

New York State Education Department. **Machine Transcription Syllabus.** (42pp.) Albany, New York: Department of Education, 1971.

Pasewark and Oliverio. **Clerical Office Procedures.** 6th ed. Cincinnati: South-Western Publishing Co. 1978.

____________________ **Secretarial Office Procedures.** 9th ed. Cincinnati: South-Western Publishing Co. 1977.

State Board of Education (Illinois). **Word Processing Curriculum Guide.** Springfield, IL: Division of Adult, Vocational and Technical Education, 1035 Outer Park Drive, 1978.

Waterhouse, Shirley A. **Word Processing.** San Francisco: Canfield Press, 1979.

(Manuals for Word Processing Equipment should be available in classroom.)

APPENDICES

Appendix A: SUGGESTED SUPPLY LISTS

PLATEMAKER

Negative paper
Metal Plates
Rexolith fixer
Red Lacquer (Copyrapid)
Developing Fluid

NEWSLETTER MATERIALS

Press-type
Foto-type
Composing stick
Lettering guides (stencils)
"Zip-a-line" Drafting tapes
Rubber cement
Liquid paper
Liquid paper thinner
Scissors
Ruler

PAPER PRODUCTS

Duplicating paper
Mimeograph paper
Construction paper
Paper tape for calculating machines
Index cards
Envelopes for teacher use
Ko-rec-type
File labels
Carbon paper
Second sheet paper
Poster paper
Letters for desk name plates

OFFSET

Electro static master paper
Ink
Measuring cup
Fountain solution
Cotton pads
Plate gum
Electro static conversion solution
White offset paper
Waterless handcleaner
Cleaning fluid for cylinder
Blanket wash
Squeegee
Apron
Rubber gloves
Multilith erasers
Non-reproducing pencils
Clean-up pads
Liquid paper

PHOTOCOPY MACHINE

White copy paper
Master paper
Developing fluid

SPIRIT DUPLICATOR

Short master sets
Long master sets
Spirit fluid
Transparency master sets
Tissue master sets
Razor blades
Fiber glass erasers

MIMEOGRAPH

Stencils
Thermal stencils
Correction fluid
Styli
Shading plates
Stencil cement
Stencil file folders
Ink (several colors)

MISCELLANEOUS

Moistener
Tacky-finger
Typewriter erasers
Grading pencils
#2 pencils
Manila folders
Guides for filing cabinet
Point-back letters (bulletin board)
Typewriter cleaner
15¢ stamps
Rulers
Bookends
Stop watch
Postage scale
Poster paints
Straight pins
Chalk & erasers
Executive ribbons
Composer ribbons
Calculator ribbons
Paper cutter
Small set of screw drivers
Wire baskets
Staple remover
Plasti-tak
Projection markers
Magnetic cards
Paper clips
Waste baskets
Rubber bands
Staplers
Staples
Rubber stamp
Date stamp
Ink pad
Full length mirror
Interval timer
Card file & guides
Felt pens
Scotch tape (and dispenser)
Masking tape
Calendar
Thumb tacks
Selectric ribbons

Appendix B: INTEGRATED PROJECT

RAM GOLF CORPORATION*

Skills Integrated:

1. Typewriting
2. Typewriting masters
3. Duplicating
4. Verifying figures
5. Calculating extensions
6. Typewriting index cards
7. Alphabetical arrangement
8. Tabulations
9. Typewriting invoices (see sample at end of project)
10. Addressing envelopes
11. Composing letters
12. Writing office memos
13. Using carbon paper
14. Filing

Assumptions:

One year of typewriting should be completed. Some training in office machines, duplicating, and composing letters should also be completed.

Materials needed:

Bond paper
Carbon paper
Envelopes
Index cards
Duplicator master
Duplicating paper
Office memo form (if available)

Access to:

Typewriter
Adding or calculating machine
Duplicating machine
Zip code directory

Situation:

A salesperson from RAM GOLF CORP., Hwy. 15 N., Pontotoc, Miss. has sent in orders from 6 new customers. You, the clerical office worker, are told by your superior to do the following things:

1. Check all figures on the orders and calculate the extensions.
2. Type invoices for each order but hold until "o.k." comes from credit department. As we are temporarily out of invoice forms, you must first duplicate forms to use until the new supply comes from the printers. A sample is enclosed which you are to copy as nearly as possible.
3. Compose a cordial letter welcoming each new customer. The same letter can be copied and typed to each. Envelopes will be addressed for each letter and the letters folded and inserted. Naturally, a carbon will be made for each letter.
4. A memo must be sent to the accounting department asking them to check the credit rating of each new customer. Also, ask them to set up an account for each new customer after they have been approved for credit and to notify you immediately.
5. Arrange a two-column, tabulated list of the new customers, arranged alphabetically. Make four carbons of this list. Send one list along with the memo described above to the accounting department.
6. Send a carbon of the list of new customers to the Sales Manager, along with a memo asking that a catalog be sent to the new customers.
7. Send one carbon to the salesperson. File the original and other carbon for future use.

8. Prepare an index card for each of the new customers and arrange them alphabetically so that they may be filed in the customer card file.

The amount of time this project takes will depend entirely upon the individual student.

New Customer Orders:

Griffin Sporting Market
594 Day Drite Dr.
Tupelo, Miss

Order:

6 Ram Golf carts	$22.50

George Watson Sporting Goods Co.
789 North Sterling St.
Columbus, Miss.

Order:

1 doz. Ram golf umbrellas	$13.30 each
6 doz. Ram Superior balls	9.00 per doz.

Western Auto Dealer Store
Wilson Drive
Jackson, Miss.

Order:

8 Ram golf club cleaners	$12.30 each
6 Ball scoups	7.89 each

Sporting Goods
750 East Main
Baldwyn, Miss.

Order:

4 Ram Special Bags	$39.95 each
9 doz. Ram Superior balls	9.00 per doz.
3 Ram Golf carts	22.50 each

M. K. Griffin Goodyear Store
Hwy. 6 West
Pontotoc, Miss.

Order:

5 Men's Golf Combo	$34.67 each
5 Ladies' Golf Combo	$35.40 each

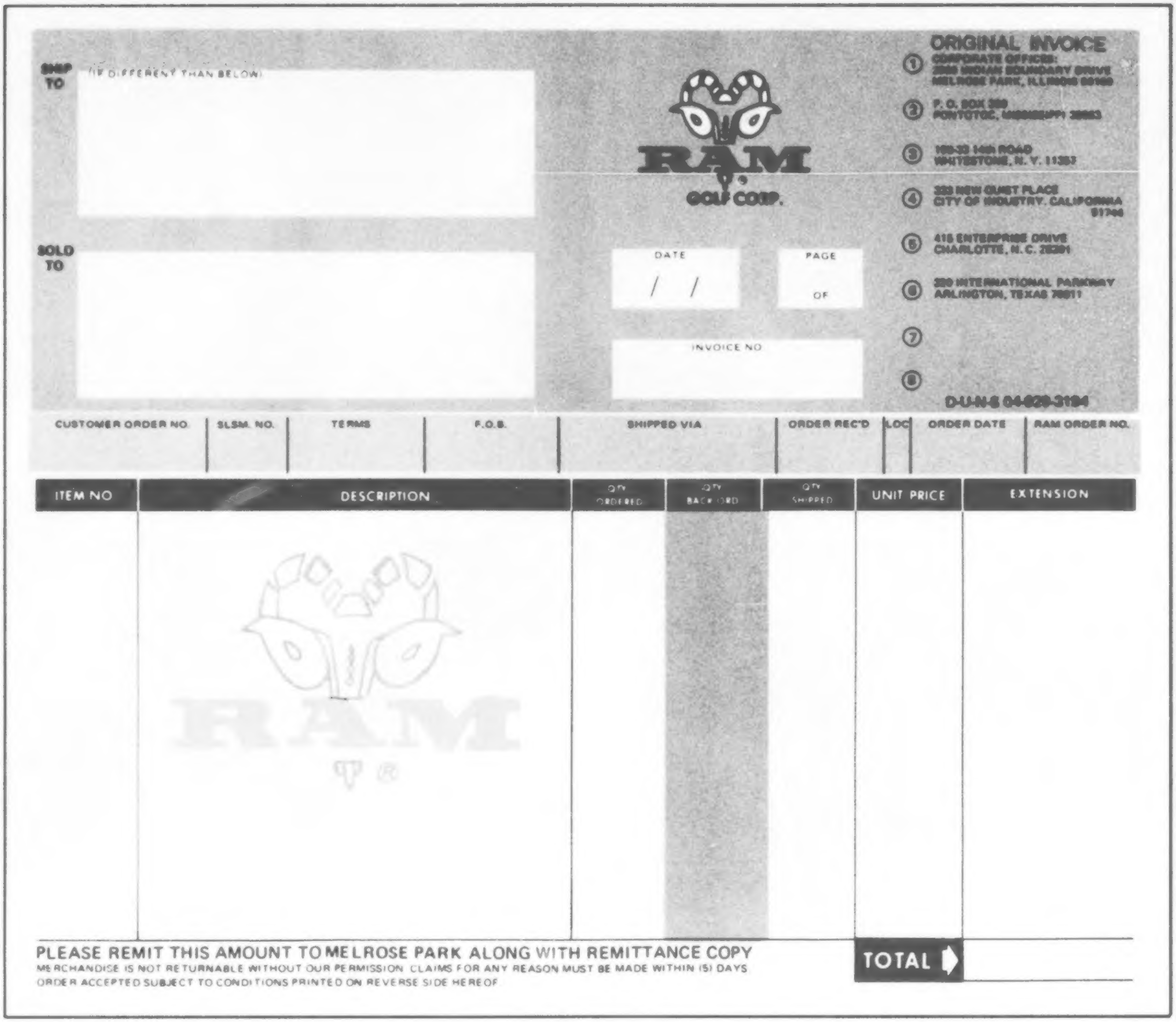
Holiday Fun Shop
1768 North Broadway
Laurel, Miss.

Order:

3 Ram Deluxe Golf Outfits	$167.50 each

*Integrated project developed by Mrs. Sarah C. Naugher, former IBT instructor at Pontotoc, Mississippi.

SAMPLE INVOICE



SHIP TO (IF DIFFERENT THAN BELOW)

SOLD TO

RAM
GOLF CORP.

ORIGINAL INVOICE

① CORPORATE OFFICES:
2200 INDIAN BOUNDARY DRIVE
MELROSE PARK, ILLINOIS 60160

② P. O. BOX 309
PONTOTOC, MISSISSIPPI 38863

③ 150-33 14th ROAD
WHITESTONE, N. Y. 11357

④ 333 NEW QUIET PLACE
CITY OF INDUSTRY, CALIFORNIA
91746

⑤ 415 ENTERPRISE DRIVE
CHARLOTTE, N. C. 28201

⑥ 320 INTERNATIONAL PARKWAY
ARLINGTON, TEXAS 76011

⑦

⑧

D-U-N-S 04-829-3194

DATE / /

PAGE OF

INVOICE NO

CUSTOMER ORDER NO.	SLSM. NO.	TERMS	F.O.B.	SHIPPED VIA	ORDER REC'D	LOC	ORDER DATE	RAM ORDER NO.

ITEM NO	DESCRIPTION	QTY ORDERED	QTY BACK ORD	QTY SHIPPED	UNIT PRICE	EXTENSION

PLEASE REMIT THIS AMOUNT TO MELROSE PARK ALONG WITH REMITTANCE COPY

MERCHANDISE IS NOT RETURNABLE WITHOUT OUR PERMISSION. CLAIMS FOR ANY REASON MUST BE MADE WITHIN (5) DAYS
ORDER ACCEPTED SUBJECT TO CONDITIONS PRINTED ON REVERSE SIDE HEREOF

TOTAL

PROFILE SHEET FOR ______________________ **S A M P L E**

MARTINSVILLE HIGH SCHOOL

1979-80

This profile sheet provides a record of previous school information as well as pre-test and exit performance records. It can be useful in developing individual instruction plans. It also serves as a permanent school record for making recommendations to potential employers.

PRIOR COURSES	GRADE	ABSENTEE RECORD	TEACHER COMMENTS
Typing			
Accounting			
Shorthand			
Business Math			
English			
Other			
PRE-TESTS	GRADE	ABSENTEE RECORD	POST-TEST GRADE AND TEACHER COMMENTS
Shorthand			
Transcription			
Typing			
Mach. Calculation			
Duplicating			
Filing			
Communications			
Human Relations			
Receptionist			
Reprographics			
Word Processing			
Grooming			
Work Habits			

Sample Progress Chart
Unit and Data Completed

PROGRESS CHART PROGRAM SCHOOL SCHOOL TERM	Mailable Letters	Telephone Techniques	Receptionist	Payroll Procedures	Machine Transcription	Fluid Duplication	Stencil Duplication	Offset Duplication	Calculating Machines	Memory Typewriter	Electronic Typewriter									
1. Anders, Debbie	9-30	9-20	9-30																	
2. Bennett, Lowella		9-20	11-1																	
3. Eubanks, Barbara	9-30	9-20																		
4. Howell, Jim		9-15																		
5 Michaels, Fran		9-15	9-15																	
6 Owens, Margaret	9-30	9-15	10-16																	
7. Rankin, Will		9-20																		
8 Williams, Jan	9-30	9-15																		

Appendix E: ROTATION PLAN

SAMPLE

ROTATION SCHEDULE

Duplicating

Student No.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1	Stencil	Stencil	Fluid	Fluid & Thermal	Offset*	Offset*
2	Offset*	Offset*	Stencil	Stencil	Fluid & Thermal	Fluid
3	Fluid & Thermal	Fluid	Offset*	Offset*	Stencil	Stencil
4	Fluid & Thermal	Fluid	Offset*	Offset*	Stencil	Stencil

*Jobs to be typed on Correcting Selectric or Selectric II (Carbon ribbons)

Machine Transcription

5	Tr. D	Tr. B	Tr. T	Tr. T	Exec. T.W.	Composer
6	Tr. B	Tr. T	Tr. T	Tr. D	Composer	Exec.
7	Exec.	Composer	Tr. D	Tr. T	Tr. T	Tr. B
8	Tr. T	Tr. T	Exec.	Composer	Tr. B	Tr. D

Tr = Transcription
B = Belt Machine
Exec = Executive
D = Diskette Machine
T = Tape Machine

Word Processing Typewriters

9	Magna II	Magna II	Magna II	Mag Card	Memory	Electr. T.W.
10	Memory Typewriter	Memory Typewriter	Memory Typewriter	Electr. Typewriter	Mag Card	Magna II
11	Mag Card	Mag Card	Mag Card	Memory	Magna II	MTST
12	MTST	MTST	MTST	Magna II	Electr. Typewriter	Memory Typewriter

Electr = Electronic

Appendix F: CHECKLIST FOR MAILABLE LETTERS

Place a __✓__ in the blank if these statements apply to your letters.

____ 1. Margins, indentions, and spacing are artistically pleasing.
____ 2. Parts of the letter are correctly placed according to the style selected.
____ 3. Copy shows no obvious erasures and no strikeovers.
____ 4. Letter or document is clean—has no smudges or fingermarks.
____ 5. Transcript is even and clear.
____ 6. Two-letter state abbreviations and zip code are used.
____ 7. Words are divided correctly.
____ 8. Reference initials are included.
____ 9. Enclosure notations are included, if applicable.
____ 10. Carbon copy is included.
____ 11. Envelope is typed.
____ 12. Letter is folded correctly.

Appendix G: IDEAS FOR IMPLEMENTING CAREER EDUCATION IN BUSINESS AND OFFICE PROGRAMS

The ideas and techniques listed below will be useful in many different business classes. Some are appropriate for specific business classes, but most can be adapted to any class in business and office education.

1. Study the life-style of workers in different occupations. Have students gather information from the workers. This provides opportunities for using communication skills (telephoning, interviewing, letter-writing, personal conversations, etc.).
2. Provide time for general discussions in class about information gathered in the activity described above. This could include such topics as how workers feel about duties they perform, how they feel about the social worth of services they provide, feelings about job responsibility, duties performed, levels sought or aspirations of the workers, relationship of pay to levels of education, hours worked, and job classification.
3. Assign the students research projects on specific careers.
4. Invite, or allow students to invite, guest speakers such as legal secretaries, court reporters, medical secretaries, or supervisors in a word processing center.
5. Use bulletin board displays about different careers. Plan a rotation schedule for the year and have students plan and prepare the bulletin board on a career of their interest.
6. Career games such as Career Bingo, Career-O-Gram, or other word games relating to careers may be used to introduce students to different careers.
7. Role-playing. Example: write names of five products on board and assign one product to each of five customers. Have each customer prepare questions they would use when entering the store to purchase a product. Select five salespeople for each of the customers. Have each student acting as customer role-play with the salesperson in front of the class for three minutes. At the end of the presentation, the rest of the class would discuss the good and bad points of each presentation.
8. Case Problems. Examples: students can experience the task of a personnel manager by participating in an interviewing case problem. Data sheets of three applicants for a secretarial position are reviewed and the student must recommend one for hiring, and give three reasons why.
9. Newspaper. Refer to the classified section of a current newspaper and select one job. Write a letter of application for the job.
10. Newspaper. Use local newspaper ads to discuss ad interpretation, learning to understand what the ads tell, etc.
11. Slides and taped interviews. By asking permission of managers and owners of local businesses, colored slides can be taken of those occupations in which students are interested. A taped interview with the owner or manager is most worthwhile since it usually includes a description of what is expected of prospective employees.
12. Career Notebook. Collection of "anything and everything" they can find that pertains to business— pamphlets, newspaper and magazine articles, pictures, business forms, cartoons.

13. Collages. Interesting collages to decorate a room can be made from collected materials related to one or several occupations.

14. Prepare career booklets along assigned guidelines illustrating specific careers. Include picture of person doing the job, personal qualifications, advantages and disadvantages, skills and education needed, places to go for skills and education, books, pamphlets, newspaper or magazine articles relating to job, pictures of equipment used on job, pay and future outlook for the career.

15. Resource person file. Students, teachers, parents, or any community people willing to speak or demonstrate on specific careers or career related activities should be included in the file.

16. Career charades. Students sit in a circle and one person in the center pantomimes an assigned occupation, such as carpenter, secretary, waiter, salesperson, nurse, truck driver, plumber, etc. Ensuing discussion presents opportunities to clarify misconceptions or preconceived opinions about some occupations.

17. Talk day. Co-op class members report one day a week on "Human Relations" problems that occured on their job that week. Problems are discussed, alternatives for solutions set forth, and recommendations made for solving future problems. Such topics are splendid motivators for discussion and could include:

    a. How to dress suitably for work
    b. How to handle an obnoxious customer or co-worker
    c. How to handle a legitimate complaint from a customer
    d. What to do when the boss criticizes one's work unfairly
    e. How to accept constructive criticism
    f. How to deal with a co-worker who refuses to cooperate
    g. What to do about a gossiping worker
    h. How to handle a flirtatious boss or co-worker

18. Typewriting class: (These classes have, for a long time, utilized materials in the textbooks about careers.) This idea can be expanded by the creative teacher who wishes to emphasize certain careers by dictating oral materials relating to careers. The student types from the spoken word. Also, timed writings and manuscript writings (reports) relating to careers are often used. Another idea is for the teacher to discuss a career and have the students compose a paragraph or page about the discussion.

19. Shorthand class. The teacher can dictate letters, memos, or other materials relating to different kinds of careers.

20. Decision-making games. SRA publishes a number of these games relating to business decisions. Students are presented a set of circumstances, and must select a logical solution from among a number of alternatives. Resulting consequences of each alternative as they are considered pose many learning possibilities.

21. Youth Organizations. Programs can relate to various business careers. Club project could be similar to this one: Take pictures (slides) of students working at part-time jobs, write narration to accompany slides and present to elementary school classes or kindergarten classes with discussion of what people do on certain kinds of jobs.

Appendix H: LEGISLATION AFFECTING BUSINESS AND OFFICE EDUCATION

National Legislation

Vocational education had its beginning in Mississippi with the passage of the Smith-Hughes Act in 1917, which made available to the state a small appropriation to begin a limited program of vocational agriculture, home economics, and trade and industrial courses. For over 40 years, this was the scope of vocational education in Mississippi. In 1963, funds were made available, through the passage of the Vocational Education Act of 1963, to enlarge the range of courses offered and increase the opportunities of Mississippi high school students, post high school students and adults to learn new skills, upgrade present skills or retrain for changing technology in various fields through vocational education courses.

The Vocational Education Act of 1963, without question, constituted a milestone in vocational business education. For the first time, office occupations along with distributive education was included as a program area to receive federal funding for office education. Under this act, federal monies were alloted for public high school vocational programs, full-time programs for high school graduates and dropouts, full- or part-time adult education programs, and programs specially designed for training the handicapped and disadvantaged. It further provided for construction of area vocational schools and other facilities, ancillary services such as teacher education, administration, and development of innovative teaching materials, and evaluation.

The Vocational Education Amendments of 1968 brought together under one law all previous vocational legislation and provided funding to maintain, extend, and improve existing programs, develop new programs, provide part-time employment for youths to earn while continuing their education, and train those who discontinued their formal education before becoming adequately prepared for a vocation. Provision was also made for those requiring retraining because of technological advancements. All ages were covered in the act—youth in school, youth out of school, unemployed adults, and underemployed adults.

The Education Amendments of 1976 have far reaching provisions for vocational education. Among the program provisions which will probably have the most significant effect on business and office educators are the following mandates:

1. To overcome sex discrimination and sex stereotyping in order to provide equal educational opportunities for both sexes.
2. To increase emphasis on program accountability through federal and state evaluation.
3. To insure that all vocational programs cooperate in the training of disadvantaged and handicapped children in the regular classroom, where practical.
4. To increase emphasis on program and curriculum development for (1) new and changing occupations, and (2) for improving career decision-making of youth and adults.

The Career Education Incentive Act was passed by Congress in December, 1977, and appropriated funds to be used for elementary and secondary career education programs. Funds for local distribution must be used for programs to develop and implement comprehensive career guidance, counseling, placement, and follow-up services using counselors, teachers, parents, and community resource personnel. Business and office education programs are unique in that the office cluster crosses over into all 15 career clusters identified by the United States Office of Education. Training in the business and office field, therefore, allows students to learn skills that will be appropriate regardless of the career they choose.

Mississippi Legislation

The 1976 Mississippi Legislature required the implementation of economic education into the social studies, or business education, or consumer homemaking curriculum of grades 1-12 of the Mississippi Public Schools by 1982. This implementation outlined a graduated schedule of grades 1-3 by 1978-79 school year; grades 4-6 by 1979-80 school year; grades 7-9 by 1980-81 school year; and grades 10-12 by 1981-82 school year.

This requirement involves the teaching of a positive understanding of the American economy and the free enterprise system, how it functions, and how the individual can function effectively within our economy as a consumer, worker, and voter. Business education teachers must make a concerted effort to become actively involved in teaching economic concepts, regardless of the course they teach.

SENATE BILL NO. 2646 (1976 MISSISSIPPI LEGISLATURE)

AN ACT TO PROVIDE FOR THE IMPLEMENTATION OF ECONOMIC EDUCATION INTO THE SOCIAL STUDIES OR BUSINESS STUDIES OR CONSUMER HOMEMAKING STUDIES CURRICULUM OF GRADES 1 THROUGH 12; TO DESIGNATE THE STATE DEPARTMENT OF EDUCATION AS THE AGENCY RESPONSIBLE FOR THE IMPLEMENTATION OF ECONOMIC EDUCATION INTO THE PUBLIC SCHOOLS; AND FOR RELATED PURPOSES.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

SECTION 1. The purpose of this act is to insure the development of a comprehensive economic education program of grades one (1) through twelve (12) in the schools of this state. This would involve the inclusion of basic economic principles with the social studies curriculum providing a balance with the basic principles of the other social sciences.

SECTION 2. It is the legislative intent that this program shall teach a positive understanding of the American economy and the free enterprise system, how it functions and how the individual can function effectively within our economy as a consumer, worker and voter.

SECTION 3. The State Department of Education shall administer this act pursuant to regulations adopted by the State Board of Education. Support shall be provided by the state colleges and universities in the preparation of teachers to carry out the provisions of this act. These institutions are also encorged to establish formal Economic Education Centers to assist the schools with curriculum planning, in-service training and further work in the development of instructional materials.

SECTION 4. In administering this act, the State Department of Education shall be governed by the following:

(1) Implement in-service education programs for teachers, administrators, and other personnel. General guidelines will be provided by the Mississippi State Department of Education. Supplementary in-service teacher education materials shall be developed and made available to all school districts by the State Department of Education;

(2) Implement provisions of this act in the most expeditious manner possible, commensurate with the availability of teacher personnel;

(3) Encourage local school system evaluation of the effectiveness of the economic education program prescribed by this act; and

(4) Cooperate with the state colleges and universities in developing programs and short course workshops for the preparation of economic education teaching personnel.

SECTION 5. The Mississippi State Department of Education shall adopt regulations to insure the teaching of economic education to all pupils. The Board of Education of every school district of this state shall include economic education in social studies or business studies or consumer homemaking studies as part of the curriculum of every elementary and secondary school, on following schedule: Grades one (1) through three (3) by the 1978-79 school year; grades four (4) through six (6) by the 1979-80 school year; grades seven (7) through nine (9) by the 1980-81 school year; and grades ten (10) through twelve (12) by the 1981-82 school year.

SECTION 6. The State Department of Education is hereby designated as the state agency responsible for the administration and supervision of the economic education program.

SECTION 7. This act shall take effect and be in force from and after its passage.

Appendix I: RESOURCE LIST

Data Processing

Glossary of Key Words: Data Processing (EN-412) **TOPS** (EN-431). New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903.

Basic Data Processing (BE-198). New Jersey Vocational-Technical Curriculum Laboratory. (See address above.)

Data Processing II (BE-180). New Jersey Vocational-Technical Curriculum Laboratory. (See address above.)

Metrics for Key Punch Operators. The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Developed by Gloria S. Cooper and Joel H. Magisos).

Economic Education

A Framework for Teaching Economics: Basic Concepts —Part I. Order from Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036. 1977.

Strategies for Teaching Economics—Part II. Order from Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036. 1978.

Miscellaneous

Advisory Committees. New Mexico Department of Education, Vocational-Technical Division, Santa Fe, New Mexico 87501.

Behavioral Objectives and Evaluation in Business Education Courses (BE-25) New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103-Kilmer Campus, New Brunswick, New Jersey 08903.

Brubeck, James F. "Typewriter Repairs You Can Make." **Business Education World.** June, 1963.

Bulletin Board Ideas. Betty S. Watson. Division of Vocational Education, Box 771, Jackson, Mississippi 39205.

Business Education Forum, February 1971. Entire Issue devoted to The Clerical Program. Published by National Business Education Association, Reston, Virginia.

A Checklist For Evaluating Materials. U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 20202.

Development of Professional Attitudes in Business and Industrial Societies (Student Edition). Vocational Instructional Services, F.E. Box 182, Texas A & M University, College Station, Texas 77843.

Equal Vocational Opportunity. Division of Vocational-Technical Education. Cordell Hull Building, Nashville, Tennessee 39219.

Guidelines for the Creative Use of Biased Materials in a Non-Biased Way. U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C. 20202.

Introduction to Vocations: Business and Office Occupations Cluster (CE-337). New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903.

Job Attitudes. North Carolina State Department of Public Instruction, Raleigh, North Carolina 27602 (developed by Gloria Jeanne Brisson).

Material Guide for Business and Office Education. Gregg/McGraw-Hill Book Company, 680 Forrest Road, N.E., Atlanta, Georgia 30313.

Multi-Media Individualized Instruction. Multi-Media Office, Mt. San Jacinto College, 21400 Highway 79, San Jacinto, California 92383.

Office Proofreading & English Mechanics: Mini-Manual Series 1. New Mexico Department of Education, Vocational-Technical Division, Santa Fe, New Mexico 87501.

Personal Finance. Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, Missouri 65201.

Selected Materials for Occupational, Vocational and Adult Education. Career Aids, Inc., 8950 Lurline Ave., Dept. F-56, Chatsworth, California 91311.

Office Occupations

Banking, Credit, and Insurance (BE-26). New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903.

Block-Time Simulation: Individualized Office Instructional System. "Guide to Organizing and Operating the Block-Time Simulation Program, Volume 1," 2nd ed. 1975. Michigan State University, Department of Secondary Education and Curriculum, 304 Erickson Hall, East Lansing, Michigan 48824.

"Teacher's Manual and Curriculum Guide for the Block-Time Program, Volume 2." "Integrated Exercises for Individualized Office Instruction Systems, Volume 3." "Model Office, Input Papers and Key to Midwest Packaging Machines, Inc.," (Simulation) Volume 4.

Business Communications. Instructional Materials Laboratory, 10 Industrial Education Building, University of Missouri, Columbia, Missouri 65201.

Business Math in Everyday Life. State Department of Education, Office of Vocational Education, Office Occupations Section, Columbia, South Carolina 29201.

Free Enterprise in the Office Occupations Education. Office Occupations Section, Office of Vocational Education, South Carolina Dept. of Education, Rutledge Bldg., Columbia, South Carolina 29201.

General Office Procedures (4th ed.). Fred D. Archer, Raymond F. Brecker, and Jeffrey R. Stewart, Jr. Manchester 63011: Gregg Division, McGraw-Hill Book Company, 1975.

Special Groups

Annotated Bibliography of Prevocational-Vocational Materials for Students with Special Needs. Minnesota Instructional Materials Center, 3300 Century Avenue North, White Bear Lake, MN 55110.

Business Education: Bibliography for Special Needs/Disadvantaged. Bicanich, Eleanor. University of Pennsylvania, Vocational Education Program. March, 1978.

Concerns and Problems in Working with the Disadvantaged and Handicapped. Vocational and Adult Education Center, Auburn University, Auburn, AL 36830.

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Public Information and Publications Office, State Department of Education, Richmond, VA 23216

Organizing and Implementing Programs for Students with Special Needs. Gregg/McGraw-Hill, Manchester Road Manchester, MO 63011.

A Teacher's guide to an Employment Orientation Course for Special needs Students — Basic Business (SP0386) New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, NJ 08903.

Typing: What Matters is How. New Jersey Vocational-Technical Curriculum Laboratory (see address above).

Some Rewarding Experiences of Vocational Education TEachers Who Work with the Disadvantaged and Handicapped Student. Vocational and Adult Education Center, Auburn University, Auburn, AL 36830.

Teaching Tips on Cultural Differences in Vocational Education. Public Information and Publications Office, State Department of Education, Richmond, VA 23216.

Units of Instruction for Office Duplication Practices, Vol. I and II. Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

Vocational Education: An Opportunity for the gifted and Talented Students. Education Research and Service Center, School of Education, The University of South Dakota, Vermillion, SD 57069.

Vocational Education for the Handicapped (A Glossary of Terms). Research and Curriculum Unit, Drawer DX, Mississippi State, MS. 1979.

Vocational Education for the Handicapped: A Selected Resource guide. Research and Curriculum Unit, Drawer DX, Mississippi State, MS. 1979.

Appendix J: INTENSIVE BUSINESS TRAINING EVALUATIVE CRITERIA FOR MISSISSIPPI PROGRAMS

(This instrument is used to evaluate secondary Intensive Business Training programs that are reimbursed by the State Department of Education.)

I. General Information

1. Name of School ____________ Town ____________ County ____________
2. School is primarily (check one) Secondary ____________ Postsecondary ____________
3. Date this instrument was filled out: Month________ Day________ Year ________
4. Indicate the number of Intensive Business Training teachers who are reimbursed by the State Department of Education: Business and Office ____________
5. Name of teacher ____________ ____________

II. Administration

Rate the following in terms of the degree to which each item is being carried out or is contributing to the development of Intensive Business Training in this school. Use the following rating scale: 5 excellent; 4 above average; 3 average; 2 below average; 1 poor. Use X to indicate your rating.

A. Philosophy and Goals

1. A written philosophy serves as a frame of reference for policy and procedure.	____ 5	____ 4	____ 3	____ 2	____ 1
2. Emphasis is placed on equal educational opportunities for all youth and adults in the community.	____ 5	____ 4	____ 3	____ 2	____ 1
3. Academic and vocational education are complementary.	____ 5	____ 4	____ 3	____ 2	____ 1
4. Opportunities are provided for students to achieve their fullest potential socially, intellectually, and occupationally.	____ 5	____ 4	____ 3	____ 2	____ 1
5. Written goals are provided to guide vocational education. Goals are developed by actual participation of all segments of the community.	____ 5	____ 4	____ 3	____ 2	____ 1

B. Policies, Rules and Regulations

1. Support the school's philosophy and goals.	____ 5	____ 4	____ 3	____ 2	____ 1

2. Policies reflect the focus and emphasis on the development to the fullest of the student's talents and potential (i.e., leadership activities in a vocational student organization, etc.)	5	4	3	2	1
3. Policy statements describe the vocational programs as part of the total educational program.	5	4	3	2	1
4. School policies permit vocational students to participate equally in extracurricular activities.	5	4	3	2	1

C. **Planning and Evaluation**

1. Specific personnel, committees, etc. are designated for the purpose of program planning and evaluation.	5	4	3	2	1
2. Planning and evaluation is conducted on a continuing basis to provide curriculum relevant to student needs and the changing labor force needs for job opportunities in the labor market.	5	4	3	2	1
3. There is involvement of the state staff, local administrators, teachers and the community in planning and evaluating programs.	5	4	3	2	1
4. Intensive Business Training programs are planned as an integral part of the total school program.	5	4	3	2	1
5. Evaluation is made of student progress and placement according to the goals and objectives of the school.	5	4	3	2	1
6. There is a continuous evaluation of students' progress in the classroom and in the laboratory.	5	4	3	2	1
7. Follow-up of students in occupational placement is a significant, integral element of program evaluation.	5	4	3	2	1
8. All records are properly maintained (i.e., individual student files, etc.)	5	4	3	2	1

	5	4	3	2	1
9. The planning and evaluating process is utilized to modify and improve Intensive Business Training programs.					

D. **Funding**

	5	4	3	2	1
1. Intensive Business Training funding reflects student needs and occupational opportunities.					
2. Intensive Business Training funding corresponds to stated philosophy and policy as reflected in the local plan.					

E. **Information Dissemination**

	5	4	3	2	1
1. A favorable image of Intensive Business Training is created through information dissemination on a regular basis through the news media, publications, etc.					
2. Information is made available tc students, parents, and employers regarding availability of Intensive Business Training programs. programs.					
3. Intensive Business Training's contribution to the economy and growth of the community is stressed.					
4. Administrators and teachers participate in community, state and national functions related to Intensive Business Training.					
5. Citizens of the community are provided the opportunity to visit Intensive Business Training programs and facilities through annual "Open House", etc.					

III. Curriculum

Rate the following in terms of the degree to which each item is being carried out or is contributing to the development of Intensive Business Training in this school. Use the following rating scale: 5 excellent; 4 above average; 3 average; 2 below average; 1 poor. Use X to indicate your rating.

A. **Scope**

	5	4	3	2	1
1. In-depth occupational exploration is available to students.					

2. Where the need exists remedial education programs are provided.	5	4	3	2	1
3. Courses and instruction are of high quality and responsive to actual and potential needs of the community.	5	4	3	2	1
4. Intensive Business Training programs are equally available to regular, disadvantaged and handicapped students.	5	4	3	2	1
5. The total Intensive Business Training program is based on community, state and national needs.	5	4	3	2	1
6. Intensive Business Training programs serve the needs of adults in the community for retraining and upgrading purposes.	5	4	3	2	1
7. The district operates under a policy that allows all students to participate freely in Intensive Business Training regardless of sex.	5	4	3	2	1
8. The district provides Intensive Business Training to minority groups on an equal basis with other students.	5	4	3	2	1

B. **Articulation**

1. Coordination of Intensive Business Training programs is evident.	5	4	3	2	1
2. Articulation and coordination of Intensive Business Training between secondary and postsecondary schools exists.	5	4	3	2	1
3. Intensive Business Training students may enroll in courses which will provide an option of either continuing their education or becoming employed.	5	4	3	2	1

4. Intensive Business Training students may choose among occupational areas without penalty. This choice should be based on aptitude, interest, and ability.	5	4	3	2	1
5. Upon leaving or graduating, Intensive Business Training students possess at least entry-level skills (dropout not included).	5	4	3	2	1

C. **Facilities**

1. The vocational Intensive Business Training facilities are an integral part of the total school plant.	5	4	3	2	1
2. Facilities are adequate and appropriate to house students and equipment for the specific occupational program.	5	4	3	2	1
3. In appearance and quality, Intensive Business Training facilities compare favorably to other educational facilities in the district.	5	4	3	2	1

D. **Instructional Materials and Equipment**

1. Equipment is up to date and appropriate to provide direct transfer of skills from the school to business and industry.	5	4	3	2	1
2. Equipment is safe, functional, and in good state of repair.	5	4	3	2	1
3. Instructional materials are appropriate to the curriculum objectives of the individual student.	5	4	3	2	1
4. Students are taught to care for and maintain assigned areas and equipment and to take safety precautions.	5	4	3	2	1
5. Reference books, manuals, workbooks, guides, courses of study and audio-visual aids are appropriate and revelant to the program.	5	4	3	2	1

E. Supervision and Coordination

1. Local director or supervisors possess highly developed skills in administration and staff rapport.	5	4	3	2	1
2. Supervision is provided by personnel with business or industrial experiences appropriate to the Intensive Business Training programs.	5	4	3	2	1
3. Supervision is adequate to assist teachers and students to progress jointly toward appropriate, relevant goals.	5	4	3	2	1
4. Teachers are receptive to supervision and implement recommended modifications to improve programs.	5	4	3	2	1
5. The teachers' lesson plans, materials and performances are observed regularly to validate a quality instructional program.	5	4	3	2	1

F. Evaluation

1. Student progress is evaluated on a continuing basis.	5	4	3	2	1
2. Self-evaluation is made of the Intensive Business Training program in the school at least annually.	5	4	3	2	1
3. The local program cooperates with the state vocational education staff and the advisory counsel staff in making periodic evaluation of the Intensive Business Training programs.	5	4	3	2	1

IV. Teachers

(The word, teachers, as used here, is to apply to all vocational teachers in the school, and ratings below should be a combined evaluation of all the vocational teachers.)

Rate the following in terms of the degree to which each item is being carried out or is contributing to the development of vocational education in this school. Use the following rating scale: 5 excellent; 4 above average; 3 average; 2 below average; 1 poor. Use X to indicate your rating.

A. Qualifications

1. The teachers are occupationally competent and have a sufficiently broad, general education which enables them to communicate with the total staff.	5	4	3	2	1

2. The teachers are skilled in the organization of subject matter and the teaching-learning process.

   ______ ______ ______ ______ ______
   5 4 3 2 1

3. The teachers are cognizant of the socio-psychological needs of youth and can relate to the students successfully.

   ______ ______ ______ ______ ______
   5 4 3 2 1

B. **Attitudes**

1. The teachers guide the students in the learning process with empathy, positiveness, and fairness.

   ______ ______ ______ ______ ______
   5 4 3 2 1

2. The teachers motivate the students to achieve the maximum of their potential.

   ______ ______ ______ ______ ______
   5 4 3 2 1

3. Professionally, the teachers are cooperative with their colleagues and supervisors.

   ______ ______ ______ ______ ______
   5 4 3 2 1

4. The teachers are the type persons to serve as models for students.

   ______ ______ ______ ______ ______
   5 4 3 2 1

C. **Professional Development**

1. Through institutes, seminars, inservice training, and other forms of study, the teachers continually upgrade their professional and technical knowledge.

   ______ ______ ______ ______ ______
   5 4 3 2 1

2. The administration provides salary increments for added experiences.

   ______ ______ ______ ______ ______
   5 4 3 2 1

3. School policy allows teachers to attend professional meetings.

   ______ ______ ______ ______ ______
   5 4 3 2 1

4. Teachers are urged and expected to belong to professional organizations.

   ______ ______ ______ ______ ______
   5 4 3 2 1

D. **Ability to Communicate with Students**

1. The teachers know each student individually and manage the learning process and environment for the optimum benefit of the student. ____ ____ ____ ____ ____
   5 4 3 2 1

2. The teachers maintain good rapport with students, colleagues, supervisors, and administrators. ____ ____ ____ ____ ____
   5 4 3 2 1

E. **Parental Involvement**
(for secondary schools only)

1. Parental desires are considered in formulating policies and procedures for the guidance of the student. ____ ____ ____ ____ ____
   5 4 3 2 1

2. Parental desires are considered in the development of program goals and objectives. ____ ____ ____ ____ ____
   5 4 3 2 1

V. Economy

Rate the following in terms of the degree to which each item is being carried out or is contributing to the development of Intensive Business Training in this school. Use the following rating scale: 5 excellent; 4 above average; 3 average; 2 below average; 2 poor. Use X to indicate your rating.

A. **Involvement**

1. Students participate with the administration, faculty, and advisory committees in planning and evaluating the overall school program. ____ ____ ____ ____ ____
   5 4 3 2 1

2. In addition to student council activities, students participate in the organization and management of classroom learning experiences. ____ ____ ____ ____ ____
   5 4 3 2 1

3. Vocational students are active in out-of-class activities on the same basis as other students. ____ ____ ____ ____ ____
   5 4 3 2 1

B. **Recruitment and Selection**

1. A system of recruitment exists through exploration programs and visits to elementary and junior high schools by counselors and other designated personnel (for secondary schools only). ____ ____ ____ ____ ____
   5 4 3 2 1

2. The selection of an occupational curriculum is based on a match between all possible objective data on the students and their interests and occupational opportunities.
   _____ _____ _____ _____ _____
   5 4 3 2 1

C. **Attitudes Toward the Program**

1. Student attitudes, interest, and ability are reflected in attendance, dress, rapport and achievement.
   _____ _____ _____ _____ _____
   5 4 3 2 1
2. Disciplined behavior is exemplified in the classrooms, shops and laboratories, and hallways.
   _____ _____ _____ _____ _____
   5 4 3 2 1
3. Feedback information is positive toward occupational programs after employment.
   _____ _____ _____ _____ _____
   5 4 3 2 1

D. **Outcomes**

1. The student has developed interests, skills and personality characteristics which are required for becoming a productive member of society.
   _____ _____ _____ _____ _____
   5 4 3 2 1
2. The occupational programs reflect a high degree of job placement, retention, and success on the job.
   _____ _____ _____ _____ _____
   5 4 3 2 1
3. Tests are administered by the local school to determine occupational proficiency of completers and leavers of instructional programs.
   _____ _____ _____ _____ _____
   5 4 3 2 1

E. **Student Organizations**

1. Opportunities are provided for all students to participate in and develop leadership qualities in activities which supplement classroom, laboratory and shop learning experiences.
   _____ _____ _____ _____ _____
   5 4 3 2 1
2. Vocational students are given the opportunity to participate in leadership activities on a district, state, and national level.
   _____ _____ _____ _____ _____
   5 4 3 2 1

3. Vocational business and office students are members of and participate in student leadership organizations.	____ 5	____ 4	____ 3	____ 2	____ 1

PROGRAM IS 1yr.______, 2 yrs. ______

SAMPLE

Appendix K: JOB SHEET

CALCULATING MACHINES

NAME________________________

HOMEWORK: "Clerical Office Practice" Text. Unit 5., Part 3.

TIME: 10-20 hrs. Operation of the calculator is relatively easy to learn. Therefore, some students will not need 20 hours of instruction. You are to use the practice problems listed below for as much practice as you need to learn the different areas of the machine. Only one or two problems may be necessary for some lessons. **Do work all the "Office Problems" listed, however.**

FOLLOW THIS PROCEDURE:

1. Get the calculator book from the shelf.
2. Place book on left side of machine.
3. Place your finger under the figures of your problem to keep your place.
4. Use well-sharpened medium soft pencil for recording answers.
5. Work quickly--complete only one or two problems of a kind if that is all that is necessary for you to learn that lesson.
6. Do work all the "Office Problems."
7. Use **non-add key** to **number all problems.**
8. At the end of the hours:
   a. Fold tapes properly, "fan" style.
   b. Place tape and answer sheet in basket.
   c. Replace book on shelf. (They are not to be taken from the classroom.)

CIRCLE PAGE NUMBER WHEN COMPLETED:

1. Addition: Pages 8, 9, 12, 13, 14, 16, 17, 19.
2. Certificate Progress Test., Page 19.
3. Control Keys, pages 20, 21, 22, 23, 24, 25, 26, 27.
4. Office Problem, p. 28, 29, 30.
5. Repeat Key, page 31.
6. Sub-Total Key, page 32.
7. Certificate Progress Test, page 33.
8. Multiplication, pages 34, 35, 36, 37, 38.
9. Office Problem, pages 40, 41, 42.
10. Certificate Progress Test, page 44.
11. Decimals, page 45.
12. Certificate Progress Test, page 47.
13. Division, pages 48, 49, 50, 51.
14. Office Problems, pages 54, 55, 56.
15. Certificate Progress Test, page 57.
16. Division with dollar and cent answers page 58.
17. Certificate Progress Test, page 57.
18. Constant Factors, pages 60, 61, 62.
19. Certificate Progress Test, page 63.
20. Office Problem, page 64.
21. General Review, pages 65, 66, 67, 68, 69.
22. Ask instructor for your Final Proficiency Test. You have the opportunity to win a Bronze, Silver or Gold award.

Appendix L: SAMPLE MODULE

Module:	No. 8
Competency:	Prepare a Letter of Job Application
Reference:	**Clerical Office Procedures,** Meehan, Pasewark and Oliverio, 6th ed. Unit 16, p. 634.
Rationale:	Business and industry leaders stress the importance of office workers being skilled in writing a job application letter that is attractive and free of errors.
Performance Objective:	Type a letter of application that is attractively arranged on the page, free of spelling and typographical errors, and which reflects good English usage.
Materials Needed:	Typewriter, correction materials; bond paper, carbon pack; résumé; clerical text.

Learning Activities:

1. Discuss in your group the essential parts of an application letter.
2. Discuss the use of the personal pronoun "I" in an application letter.
3. Select a newspaper ad and plan your letter to apply for the job as advertised.
4. Part I: The Opening Sentence: Practice writing the opening sentence of your letter. (See pages 635-636 of your text for examples.)
5. Part II: Education and Skills: (may be 1, 2, or 3 paragraphs) Study and discuss with your group the information to be included in the body of your letter. Look at the examples in the text. What information from your résumé can be substituted here?
6. Part III: Work Experience: If you have none, go on to the next paragraph. However, do capitalize on responsible tasks you have performed, even though they are limited or insignificant in your judgment. (Example: babysitting, taking telephone messages, etc.)
7. Part IV: Special Interests, Activities, Talents: Discuss with your group members the points to be included. Brainstorm and come up with as many as possible. These could include sports, hobbies, church, club, and community involvement.
8. Part V: The Closing Paragraph: Look at examples in your text of how to request an interview. Practice typing some that appeal to you.
9. Rough Draft: Type a rough draft of your application letter. Use any letter style of your preference. Have your teacher review your rough draft. Practice again the parts you missed. Upon approval of your teacher, proceed to the next instruction.
10. Final Copy: You are now ready to type your finished copy. Before doing this, go back and read the performance objective for this activity stated above.

Appendix M: TIMELY TIPS FOR TEACHING BUSINESS AND OFFICE CLASSES

1. Arrange the classroom as much like a real office as possible. Use L-shaped secretarial desks, chairs, file cabinets, desk trays, desk calendars, and name plates. Have a reception area and if possible, have carpet for the floor and plants throughout the office area.
2. Test students early in the course to determine competency level in spelling, mathematics, and English. Special assignments can then be made for individuals needing remedial practice.
3. Use a variety of supplementary materials such as practice sets, integrated projects, and reference books. The following materials are essential: a zip code directory, an atlas, a telephone directory, airline schedules, secretarial manuals and a copy of the D.O.T. The more business materials the students have access to, the better prepared they will be for the real office.
4. Use basic textbooks to introduce each unit; then spin off into realistic activities to provide experience in how to apply the knowledge and skills in the "real" office. Use information or handout sheets to supplement the text.
5. Rotate students among several positions such as receptionist, office manager, machines operator, etc. Such positions can be on-going during the year and will add a business-like atmosphere to the classroom.
6. The teacher has great latitude in using the block of time as needed. The number of periods devoted to each subject is determined by the amount of time the student needs to develop competency. Avoid the lock-step method; i.e., all students type first period, transcribe second period, study bookkeeping the third period, etc.
7. Use a simple rotation plan which allows for rotation once each grading period. Two units may be combined in one grading period to reduce the number of rotations.
8. Include in the rotation plan a period of time (e.g., 1 week) for each student to be assigned to the school office, to another teacher, or to an outside organization to do secretarial or clerical work without pay.
9. Individualize according to student needs and interests. While all students are usually required to complete five or six basic units (typewriting, machine transcription, calculating machines, filing, duplicating machines, and office simulation), many other units of interest and appeal to students should be provided, such as data processing, graphic arts, automatic typewriting, medical and legal secretarial practice, etc.
10. Use dynamic resource persons from the community to share knowledge with the class. A former student now employed in an office is very effective. Have the person describe office responsibilities and illustrate the work performed.
11. Display a progress chart of all available units offered during the year. Check off as students complete units.
12. Use a full-scale office simulation at some time during the course, preferably at the end, as a capstone experience to integrate skills and knowledge learned during the course.
13. Test students immediately upon completion of a unit. Students in individual units can usually check their own work at the teacher's desk, thus saving valuable teacher time.
14. Use job instruction sheets where practical, such as office machines units, receptionist, office manager, etc. This will eliminate wasted time getting started and will allow students to work independently.

15. Use community businesspersons to conduct real or "mock" interviews at the end of the year.

16. Allow students to receive valuable experience by performing actual clerical jobs in the classroom. For example, students working on the duplicating rotation might type and duplicate handout sheets and job instruction sheets.

17. Teach all students to operate the duplicating machines early in the year to prepare them for helping duplicate needed materials during the year. Experienced operators will be invaluable throughout the year to assist with teacher and school activities, and at the same time provide experience for the students.

18. Provide an abundance of practice in statistical typewriting. This skill is becoming more valuable each year.

19. Require students to prepare an office manual during the course to include information and notes on each unit of study, outside reading, newspaper clippings, etc. This will be valuable to show a prospective employer, and will be useful to the employee on the first job.

20. Publish a newsletter for the school or vocational center. Each student should be responsible for one article or feature per month. Rotate groups of students to publish each issue.

21. Teach students to do minor machine repairs and adjustments. They need to know how to change elements, fonts, regular ribbons and correcting ribbons.

22. Emphasize good work habits such as arriving promptly, beginning work immediately, having all supplies on hand, and keeping desks organized. Use a check-in system to simulate punching in on a time clock (or use a time clock!). Use as many realistic "gimmicks" as possible to acquaint students with procedures in the real office.

23. Collect real problems that have occurred in an office. If the teacher also teaches a co-op class, the problems encountered by co-op students might be shared with the class. Divide the class into groups and have them study the problem. Use the scientific problem-solving method to arrive at a solution.

24. Have a "Dress for the Office Day" at least once during the course.

25. One day a week might be "Talk Day." This period might be devoted to class problems, case problems, spelling bees, FBLA meeting, office party, catch-up work, make-up work, preparation for Civil Service test, or a combination of one or two activities. This day could also be used for guest speakers and field trips or other special activities. This can provide a much-needed break in the regular class routine, and at the same time offer many valuable learning experiences.

26. Remember that all students will not complete the same amount and quality of work. Maintain a grading plan that will motivate the average and above-average-ability student to work toward higher level learnings, but will not discourage the below-average-ability student.

27. The receptionist can be assigned the job of making coffee, tea, or providing soft drinks to visitors. Social skills as well as technical skills are important to the office worker and should be shared by both male and female students.

28. Make arrangements with Civil Service representative to give test at end of school year.

29. Encourage students to subscribe to "Today's Secretary."

30. Encourage students to join FBLA organization.

31. Promote the program to students, teachers, administrators, employers, and parents through the use of brochures, assembly programs, posters throughout the school, FBLA activities, radio and TV programs, etc.

32. Develop pride in work by displaying outstanding work on a bulletin board.

Appendix N: DEVELOPING LISTENING TECHNIQUES

Since listening consumes more hours per day and receives less emphasis in the educational system than any other form of communication, the development of listening efficiency must become the direct responsibility of every teacher. The following suggestions are helpful for business teachers. Some of the ideas can be adapted to other disciplines.

1. Stress the importance of careful listening by relating accounts of costly mistakes caused by faulty listening.
2. Select a typical clerical task and ask students to suggest the next step after a sequence of steps has been completed.
3. Relate a short story or incident in which you develop the ideas clearly up to the ending. Ask the students to add the conclusion or climax.
4. Read a paragraph from a business letter which contains a sentence that doesn't belong and ask students to identify the sentence.
5. Give instructions in typewriting class one day. Ask the students if they have any questions. Do not repeat the instructions after explanations have been made.
6. Use tape recorder or transcribing machines to give directions. (Dictation equipment is best because students can't "back up" and hear instructions again.)
7. Give directions on how to get to your house from the edge of town and have students write the directions.
8. State your complete address, including zip code, and have students repeat it.
9. Give your office and home phone number, including area code, and have students repeat it.
10. Ask a student to present an account of an automobile accident and have the other class members write a report based on the information.
11. After having a guest speaker, ask students to discuss the talk in terms of the effects of body language on their comprehension of the speech.
12. Give a short test orally.

Appendix O: SUGGESTIONS FOR TEACHING THE HANDICAPPED.

1. Do not try to teach every handicapped student by the same methods; resort to any method that works — you don't have to go by the book.
2. Make directions clear and simple; repeat often. Cover less territory — better to learn a few things well.
3. Grade work habits, punctuality, and improvement; not just words per minute or only the skill being developed.
4. Provide adjustable typing desks, bookstands, etc. Make provision for broad aisles, wider doors, and elevators for wheelchair students, if possible.
5. Provide table desks to relieve body strain for wheelchair students.
6. Teachers of deaf or hard-of-hearing students must speak clearly and directly for those who depend upon lip-reading. Adjust speed and room light.
7. Remember language is not a measure of intelligence. Provide alternative testing techniques for students hard-of-hearing.
8. When learning modes are identified — stick to them. Provide repetition — over a period of time — for students who may be mentally retarded. Immediately and clearly reward successes, and start a new concept only after the old one is learned.
9. Prescribe an individual program. Do not evade the issue of training for a vocation, and keep employability skills in mind when planning the student's program.
10. Help students set their own goals; provide a step-by-step approach to the goals; and expect high achievement of the students.

For teaching the partially sighted or blind students the following suggestions are made regarding typewriting:

1. Investigate the use of the recently marketed Braille typewritter for the blind. Braille keyboard charts and large print books are also available.
2. Exercises may be dictated on tape using the machine with a foot pedal to transcribe.
3. Use an electronic pacer, wired to the typing station, to receive paced dictation.
4. Teach blind students to center material by counting to center point and backspacing.
5. Blindfold yourself and try typing to realize difficulties encountered by the blind student.

Appendix P: GRADING SHEET FOR PERSONALITY TRAITS AND WORK HABITS

Name__________________ Date__________________

	5	4	3	2	1
DEPENDABILITY: Prompt, sincere, consistent, truthful, able to work without supervision, able to follow instructions					
CULTURAL REFINEMENT: Courteous, considerate, respectful, mannerly, appreciative					
LEADERSHIP: Aggressive, forceful, imaginative, resourceful, able to inspire other students to act, able to use good judgment					
INDUSTRIOUSNESS: Persistent, has good work habits,makes wise use of time					
MENTAL ALERTNESS: Attentive, interested, observant, eager to learn					
THOROUGHNESS: Accurate, careful, competent, productive					
PERSONAL APPEARANCE AND GROOMING: Clean, inoffensive, neat, orderly, poised					
ABILITY TO GET ALONG WITH OTHERS: Adaptable, friendly, tactful, cooperative, willing to be counseled, has a sense of humor					
SOCIAL HABITS: Attitude, self-control, honesty					

KEY TO RATINGS:

Excellent - 5
Good -4
Fair -3
Poor-2
Unsatisfactory - 1